

## DOCUMENT RESUME

ED 141 389

95

TM 006 333

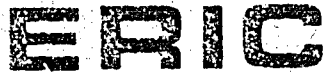
AUTHOR Porter, Deborah Elena; Wildemuth, Barbara  
TITLE State Assessment and Testing Programs: An Annotated  
ERIC Bibliography. Volume I: General References.  
Volume II: Individual State Programs.  
INSTITUTION ERIC Clearinghouse on Tests, Measurement, and  
Evaluation, Princeton, N.J.  
SPONS AGENCY National Inst. of Education (DHEW), Washington,  
D.C.  
PUB DATE Nov 76  
CONTRACT 400-75-0015  
NOTE 85p.  
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.  
DESCRIPTORS \*Annotated Bibliographies; \*Educational Assessment;  
\*State Programs; \*Testing Programs; Test Results

## ABSTRACT

There is a growing body of literature in the ERIC data base pertaining to state educational assessment and testing programs. Volume I of this bibliography includes abstracts of 39 documents and journal articles describing the design and implementation of programs, as well as the technical and political issues which have been addressed by the states. Volume II is a state-by-state annotated listing of 130 descriptive and technical reports issued by states which have had or now have testing or assessment programs. A subject index is provided for each volume.  
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State Assessment  
and  
Testing Programs:

An Annotated ERIC Bibliography

Volume I:

General References

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and  
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November 1976

TM006 333

## Introduction

The Educational Resources Information Center, better known as ERIC, is a federally sponsored system for providing ready access to the educational literature that appears in journals, has limited dissemination, or is not formally published.

Resources in Education (RIE) is the monthly abstract journal of the ERIC system. It consists of resumes of education-related documents and indexes to these resumes. RIE covers the broad field of education in all its aspects, announcing timely report literature and recently completed research results to make possible the early identification and acquisition of documents of interest to the educational community. The Current Index to Journals in Education (CIJE) is the most complete guide to major educational periodical literature. Detailed indexing for articles in approximately 700 education and education-related journals is provided through CIJE.

This annotated bibliography is based on a search of documents announced in RIE and journal articles indexed in CIJE. Each reference is concerned with statewide programs of educational assessment or testing.

For each entry in the bibliography the following information is presented: personal or corporate author, title, place of publication, publisher, date of publication, number of pages, ERIC document (ED) number, and price of the document as available from the ERIC Document Reproduction Service (EDRS). The notation MF stands for microfiche; HC, for paper copy. For each entry there is an abstract. Entries are listed alphabetically by author and are numbered. Please note that journal articles (those items with an EJ number) are not available from EDRS. However, most of these journals are readily available in libraries.

The subject index lists each major term used to index a document or article. (A major term reflects the primary topic or focus.) The numbers in the subject index refer to the entry.

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1. Ascher, Gordon. Some nonparametric approaches to the use of criterion-referenced statewide test results in the evaluation of local district educational programs. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. 21 pages. ED 106 369. MF \$0.83. HC \$1.67.

The increased use of criterion-referenced statewide testing programs is an outgrowth of the need for more diagnostic information for planning and decision making than is provided by norm-referenced programs. There remains, however, a need for state agencies to compare the results of local districts to a variety of comparison groups for the purpose of identifying where the greatest needs lie. This paper deals with nonparametric techniques for the comparison of matrices of criterion-referenced scores (rather than the comparison of means). Specific examples included chi square, the median test, rank correlation, the Wilcoxon tests, Kendall's W, and others.

2. Bettinghaus, Erwin, P., & Miller, Gerald R. A dissemination system for state accountability programs--Part 1: Reactions to state accountability programs. Denver: Colorado State Department of Education, Cooperative Accountability Project, June 1973. 77 pages. ED 111 841. MF \$0.83. HC \$4.67.

The major concern of this report was to identify some of the problems which arise when educational accountability models are introduced into a state and to begin placing those problems within a communication context. It was suggested that there are problems created by the definition of the term "accountability," the term "assessment," the term "testing," and the equation frequently made between them. While large segments of the public can frequently agree on the desirability of "accountability," that agreement disappears when the specific operational definition of accountability is finally introduced. The experience of Michigan in its Michigan Educational Assessment Program was used as an extended example, although other states report problems similar to those of Michigan. Many of these problems were in the area of communication.

3. Buchmiller, Archie A. State assessment (accountability): Potential for becoming a friend or foe? Paper presented at the annual meeting of the North Central Association of Colleges and Secondary Schools, Chicago, March 1973. 22 pages. ED 079 376. MF \$0.83. HC \$1.67.

A summary of legislation concerning educational accountability reveals that 13 states hope to find greater accountability in testing or assessment programs, 7 in planning, programming, budgeting system, 4 in uniform accounting system, 8 in the evaluation of professional employees, 2 in management information systems, and 1 in performance contracting. The framework of educational accountability also includes goals, educational vouchers, program audits, citizen involvement and related concepts. One problem in accountability is that there are apparently wide differences between citizens' expectations of public education and those of educators.

Accountability is frequently being redefined with an emphasis on outcomes using cost-effectiveness techniques; it should be understood that educators can be held accountable only within the constraints of the financial resources allocated to them. The most popular legislative means to accountability, statewide assessment programs, is often objected to on the grounds that abuses in the use of test data outweigh the benefits likely to be obtained from the data. The shortcomings and bias of norm-referenced tests, the use of random sampling, and pressures on all concerned are some of the objections to State assessment. Proponents of this method believe it will increase commitment to education. Efforts are being made to encourage the use of experimental programs and to improve statistical methods of handling data.

4. Clark, Phillip I., et al. The use, misuse, and abuse of tests. Report on the first annual New England Association for Measurement and Evaluation in Guidance Conference on Measurement in Education, Newport, R.I., May 1970. 35 pages. ED 051 281. MF \$0.83. HC \$2.06.

The New England Association for Measurement and Evaluation in Guidance (NEAMEG) Conference on Measurement in Education was designed to (1) provide a forum for the examination and discussion of valid issues related to evaluation and measurement; (2) facilitate communication among educators from various disciplines and levels of education within the New England region, and to encourage their active involvement in "attacking" current identified problems and concerns relating to the use of tests and other evaluative devices; and (3) stimulate the development of a series of position papers stating the views of the professional members of the NEAMEG as a group, which may serve as guidelines for education. Some of the papers presented are also relevant to state testing and assessment. The proceedings include: "Innovative Test Usage for Individual Pupil Growth," Philip I. Clark; "National Assessment," Thomas R. Knapp; "State Testing Programs," Paul B. Campbell; "Testing the Disadvantaged," Lenore A. DeLucia; "Computerization in Relation to Testing and Evaluation," James R. Baker; "Testing and Its Relevancy to the Seventies," Thomas Burns; "Federally Funded Programs," Thomas Burns; "Disclosure of Test Results," Thomas P. Nally; "Norms: Fact or Fancy," Walter N. Durost; "Tests: Who or What Is Being Evaluated," C. Thomas Skoggs; and "The Jensen Report," Paul B. Campbell. A summary of the discussion by the reactors to each presentation follows each paper.

5. Coffman, William E. A moratorium? What kind? NCME Measurement in Education. Vol. 5, No. 2, Spring 1974. East Lansing, Mich.: National Council on Measurement in Education, 1974. 8 pages. ED 099 408. MF \$0.83. Hard copy available from NCME, Office of Evaluation Services, Michigan State Univer., East Lansing, Mich. 48823. \$0.50.

Many problems in the areas of test interpretation and educational assessment are causing difficulties for educators. On one hand the public and legislators are requesting more state testing programs and assessment programs, while on the other, educators realize the problems concerning testing and test interpretation. Difficulties arise when tests are misinterpreted and misused. A proposed moratorium by the National Education Association is not the answer to the problem since it would destroy the continuum of data and create a critical information gap. Reporting systems based on criterion referenced measurement, the use of computers to find patterns from which to generate interpretations, and further use of adjusted scores can help to alleviate some of the problems. A moratorium on testing would only destroy the continuum of data and create a critical information gap.

6. Collins, Tom R. The importance of assessment instrument development. Durham, N.C.: Research Triangle Institute, Center for Educational Research and Evaluation. Paper presented at the Southeastern Invitational Conference on Measurement in Education, Knoxville, Tennessee, December 1974. 5 pages. ED 107 729. MF \$0.83. HC \$1.67

Instruments and questionnaires developed for gathering data on students and the schools they attend should be assessed. This was done for those instruments and questionnaires used in the reading assessment of the first year of the Minnesota Educational Assessment Program. General findings are: (1) Student socioeconomic status is strongly associated with reading performance; (2) Opinion ratings showed no relationship to performance; and (3) Questions probing the content of student attitudes toward school showed a significant relationship with student reading performance. It is pointed out that questions, regardless of whether they are addressed to students, teachers, or principals, should be as specific as possible so that complexities of attitudes, aspirations, or behavior may become apparent. It is concluded that greater attention to instrumentation can provide assessment results of greater utility.

7. Diederich, Paul B. What statewide testing can do. Paper presented at the annual meeting of the National Council of Teachers of English, Las Vegas, November 1971. 12 pages. ED 085 746. MF \$0.83. HC \$1.67.

Statewide testing can serve four important functions: can illustrate superior results of a group of schools where no one would expect it and raise questions about how they accomplished it; statewide testing deals with the generally lower scores of disadvantaged minorities, it can put the differences in perspective by showing comparable differences between boys and girls; testing statewide can deal with school effects other than knowledge and basic skills, as shown not only by an interest measure but also by data on attitudes toward school; and it can show that a

particular program is producing substantial and socially important results. It is not necessary to give the same test to everybody in the whole state if the objective is to discover the strong and weak points in the state's educational system.

8. Dyer, Henry S., & Rosenthal, Elsa. State educational assessment programs: An overview. Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1971. 13 pages. ED 058 309. MF \$0.83. HC \$1.67.

This is an edited version of the overview chapter from a report on a 1971 survey of state educational assessment programs. The procedures used in carrying out the survey are described, and a number of major trends in the approach to state assessment are discussed. Finally, some of the more important problems encountered by the states in their assessment efforts are outlined.

9. E. J. Kirschner and Associates. An analysis of selected issues in adult education. Final report. Volume I of III. Washington, D.C.: E. J. Kirschner and Associates, February 1976. 206 pages. ED 122 043. MF \$0.83. HC \$11.37.

The Office of Education commissioned the study to identify and explore various policies concerning the education of adults: (1) to define the need, for the entire population and selected subgroups; (2) to describe the current response, at all levels; (3) to identify and analyze the differences between need and response; and (4) to identify and explore alternative roles of the Federal Government (policies) to address such unsatisfied or emerging needs as might be identified. The study is concerned with all types of education for adults, at all levels, except full-time education in traditional institutions (high schools, colleges, and universities), and one-way communication (broadcast and print media). Available studies of adults' educational status were reviewed, and educational profiles of the population and subgroups were prepared. Relevant legislation, significant social and educational literature, and available surveys were reviewed, and leaders were consulted, to determine what adults' educationally related capabilities should be, in order to develop criteria with which actual current conditions could be compared. The most reliable data about adults' participation and educational interests were surveyed. Largely comprised of implications for policy guidance, the body of the report includes some of the empirical data, in tables.

10. Ebel, Robert L. State testing programs: Status, problems, and prospects. TM Report 40. Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. 6 pages. ED 099 429. MF \$0.83. HC \$1.67.

The current status of state testing programs is assessed drawing primarily on information provided by the Educational Testing Service publication, "State Testing Programs, 1973 Revision." Increases in state operated programs are indicated and are probably due to an increase in federal money for testing purposes. Because of possible confusion over the differences between a state testing program, a state assessment program, and a state testing service, some explanation is given as to the properties of each. A history of state testing programs is outlined, and new directions for such programs are proposed. Criterion-referenced and norm-referenced testing is contrasted, and the advantages and limitations of criterion referenced tests are indicated. The problem of evaluating affective educational outcomes is explored and may be explained by the very limited role of noncognitive tests in state testing programs. The relation between the purposes of testing and time of year the tests are given is discussed, and this timing is seen to affect the extent to which a particular purpose is served well or poorly. As to the type of test that should be given, standardized tests and tailor-made tests are compared, and their advantages and limitations are discussed.

11. Educational Resources Information Center, DIR.; Educational Testing Service, and Education Commission of the States. State educational assessment programs. Princeton, N.J.: ETS. September 1971. 100 pages. ED 056 102. MF \$0.83. HC \$4.67. Also available from Advisory and Instructional Programs, Educational Testing Service, Princeton, N.J. 08540. HC \$4.00

A summary of the educational assessment activities (as of early 1971) in each of the fifty states and District of Columbia is given. Information was gathered through interviews held in each state by staff members of ETS. Similarities in the activities of many states include the setting of statewide educational goals, application of a planning-programming-budgeting system to educational assessment, establishment of statewide testing programs, assessment of noncognitive development, measuring various influences on learning, influence of the National Assessment Model, and a trend toward more centralized control of programs. Problems generally concern a lack of communication and coordination, relation of assessment data to financial incentives, the handling of sensitive data, and confusion and conflict about goals.

12. Educational Testing Service, & ERIC Clearinghouse on Tests, Measurement, and Evaluation. State testing programs: 1973 revision. Princeton, N.J.: ETS. November 1973. 65 pages. ED 087 789. MF \$0.83. HC \$3.50. Also available from Advisory and Field Services, Educational Testing Service, Princeton, N.J. 08540. \$4.00

The purpose of the survey was to obtain information to prepare a profile of state testing programs. One section of the report summarizes the data on the 42 testing programs that were operating in 33 states during the 1972-73 school year. This summary tabulates the findings of eight major areas covering all the questions asked during the interviews, including: purposes of programs; management aspects; population tested; instrumentation; data collection and processing; norms; dissemination; and prospects for the future. Detailed program descriptions for each state are presented in the second section. Finally, the two appendices present an item by item response summary across states and programs and a copy of the interview guide.

13. Educational Testing Service, Evaluation and Advisory Service. State testing programs: A survey of functions, tests, materials, and services. Princeton, N.J.: ETS, Evaluation and Advisory Service, March 1968. 151 pages. ED 080 536. MF \$0.83 HC \$8.69.

This compilation of descriptions of State testing programs is based upon responses to a mail survey of the departments of education in the 50 States, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands. It was found that 42 of these offer 74 testing programs (with 18 offering two or more), 9 provide only limited testing services, and 8 do not conduct a program. Following an overview of all the data, summaries are presented for each of the programs, with the following types of data provided for each: purposes and objectives, administration and supervision, grades, tests, norms, administration dates, other services, costs, participation, number tested, reference(s), and a name and address for use in obtaining further information.

14. Franklin, Anderson J. The testing dilemma for minorities. Paper presented at the Public Hearings on Statewide Testing and Evaluation, State of New York, Albany, October 1974. 15 pages. ED 103 357. MF \$0.83. HC \$1.67.

The document states that certain steps need to be taken immediately for rectifying and containing the injustices of testing. Until such time that the State can demonstrate unequivocally that their statewide testing and evaluation program is fair to all groups, and that every student has had an equal exposure to quality school environments before evaluation then there should be a moratorium on testing. The State should establish a task force for the development of an Office of Consumer Affairs in Testing and Student Evaluation. The State should establish a Research and Development Office which will have the latitude to study empirical questions of teacher and pupil performance. It is most important that evaluative agencies recognize that tests and their ensuing social judgments are instruments of racism by virtue of minority exclusion in all phases of test utilizations. Moreover since minorities have

limited access to the opportunity (mainstream) structures of this society, much less policy making positions, it is obvious that decisions on criterion variables (job or education) have negligible minority inputs. Since racism has been an integral characteristic of the power brokers in this country, and the testing industry caters to the power brokers, there is no reason to assume that testing has the best interest of minorities at heart.

15. Hall, Mary. Dissemination and utilization of large scale test results: Is anybody out there listening? And if not, why not? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1976. 11 pages. ED 126 141. MF \$0.83. HC \$1.67.

The paper reviews previous research studies and conferences which have dealt with the question of whether large-scale testing programs, are effective. It is concluded that such programs, defined as efforts to determine the status of student achievement on a school, district, state, or national basis, are not serving the informational needs of the decision-making bodies for whom they are designed. Three schools of thought are discussed concerning reasons why large-scale testing programs are not adequately responsive. These included those who believe that policymakers do not wish to make data-based decisions; those who believe the fault lies with ineffective dissemination and utilization sub-systems; and those who challenge the suitability of large-scale testing programs as currently operated, for serving the realities of educational policymaking. After discussing the nature of educational policymaking, the paper suggests three reasons why testing and assessment programs have failed to make the desired impact. These include: (1) such programs have not adequately defined the level at which their target audiences are most likely to make policy; (2) such programs seldom have the capacity to produce information which is "issue" oriented at a time when it is most needed by policymakers; and (3) few programs take into account that the policymaking process is characterized by "uncertainty" and by "competing value systems."

16. Hall, Mary. Statewide assessment of student performance: A comparative survey. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. 41 pages. ED 104 948. MF \$0.83. HC \$2.06

A survey of 42 statewide assessment programs was conducted to determine: (1) The status of statewide assessment programs in the United States when classified by purpose, authority, methodology, and scope; (2) Are there any differences within these classifications for programs which are aimed primarily at state-level decision making as opposed to those designed primarily for local use; and (3) The primary types of measurement used by

statewide assessment programs and the strengths and weaknesses of such models. Data was collected by requesting 53 state departments of education to send information and publications related to their statewide assessment activities. Materials received were checked against two nationwide descriptions of state assessment and or testing programs issued by Educational Testing Service in 1973. Some recommendations for future research include: the need for immediate research on the question of the most effective roles for statewide assessment programs in influencing state or local decision making, research needed on the procedures and techniques to widen availability of criterion referenced instruments, and research studies that will solve some of the methodological problems facing state assessment programs.

17. Hawthorne, Phyllis. Annotated bibliography of the State Educational Accountability Repository. Revised. Report No. 1. Denver: Colorado State Department of Education, Cooperative Accountability Project; Madison: Wisconsin State Department of Public Instruction, Division for Management and Planning Services. August 1974. 166 pages. ED 098 655. MF \$0.83. HC \$8.69.

This is the third bibliography of the State Educational Accountability Repository (SEAR) published under the sponsorship of the Cooperative Accountability Project administered by the State of Colorado. SEAR is a collection of more than 800 State education agency reports and articles concerning accountability practices and procedures. The contents of these reports fall under five major topics: Statewide measurement programs, modern management systems, personnel evaluation, performance-based school accreditation, and accountability legislation. This bibliography lists the SEAR documents by State, provides a short annotation for each document, and arranges the documents under a series of topical headings. State agency representatives and their addresses are included on the page introducing each State's reports; these individuals can be contacted for copies of available documents.

18. Heffernan, James M. A synthesis of the Clearwater Conference for Directors of State Studies of Adult Education (Clearwater, Florida, January 26-28, 1976). Washington, D.C.: George Washington Univ., Institute of Educational Leadership, March 1976. 18 pages. ED 122 146. MF \$0.83. HC \$1.67.

A report is presented of the Working Conference for Directors of State Studies of Adult Education, held in Clearwater, Florida from January 26-28, 1976. The conference provided a forum for issues emerging from State studies, study designs used, strategies for implementing recommendations, and future projections and was attended by over 40 people from throughout the country. Main issues included (1) advancing the state of the art of adult education needs analysis, and (2) policy development for adult and lifelong learning strategies. A brief overview describes

the conference participants and their reactions. Conference accomplishments are outlined under the following headings: the present state of the art; rationale and methodology; broadening perspectives; implementation of State studies; moving toward lifelong learning. Final comments reiterate the conference as a fruitful beginning. The conference agenda and list of participants are included.

19. Impara, James C. Determining assessment content--Meeting real needs. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. 14 pages. ED 106 364. MF \$0.83. HC \$1.67.

The determination of assessment content is often made on the basis of cost, political "clout," and relevance, in that order. Three areas of assessment content are discussed: Broad areas, specific areas to be measured, and nontest information. The broad areas and nontest information are policy issues, while the determination of specific outcomes is a more technical one. Several criteria are suggested for aiding policymakers in determining broad areas and the nontest information which are to be included. The issue of determining specific outcomes may occur at the initial planning stages of assessment or, as suggested by Dyer, following an assessment "trial" run. In either case the specific outcomes should be determined on the basis of the involvement of professional educators and nonprofessional educators. Oregon's methodology for determining specific outcomes for assessment is included.

20. Jaeger, Richard M. A primer on sampling for statewide assessment. Princeton, N.J.: Educational Testing Service, Center for State-wide Educational Assessment, 1973. 60 pages. ED 097 376. MF \$0.83. HC \$3.50. Also available from the Center for Educational Assessment, Educational Testing Service, Princeton, N.J. 08540. Free.

This paper is a primer on sampling procedures for statewide assessment. The careful reader should gain substantial knowledge about the promises and pitfalls of sampling for assessment. The primer has three basic objectives: (1) to define terms and concepts basic to sampling theory and its application, including population, sampling unit, sampling frame, probability sampling procedures, estimate, population parameter and estimator, estimator bias, variance, mean square error and efficiency, and consistency; (2) to illustrate some of the ways sampling procedures can be used to achieve realistic assessment objectives; and, (3) to describe issues that arise when sampling procedures are used, and the factors that contribute to their resolution. Objectives two and three include discussions of simple random sampling, stratified random sampling, systematic sampling, cluster sampling, and matrix sampling. The appendix gives an example of an evaluation of alternative cluster sampling procedures.

21. Jaeger, Richard M. Some psychometric indicators for statewide assessments. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. 61 pages. ED 104 940. MF \$0.83. Hard copy not available from EDRS.

Three new indicators of psychometric quality for objectives-based, statewide assessments are proposed. These measures provide indication of the stability of reported data on item and objectives mastery, the validity of assessment items for members of various cultural groups, and the convergent validity of prescribed objectives mastery scores. The results provided should also have application in situations other than statewide assessments. In particular, the results should be applicable whenever the psychometric quality of measurements for institutions, rather than individuals, is of concern.

22. Kansas State Department of Education. A school district testing program guide. Topeka: Kansas State Department of Education, 1971. 15 pages. ED 066 442. MF \$0.83. HC \$1.67.

This guide, designed to help school staff members evaluate their testing programs, may apply to district-wide or state-wide programs. The four sections contain: forms to be completed of current testing inventory; a form covering the organizational and administrative details of the local testing program; an evaluation form dealing with the philosophy, content, strengths and weaknesses, and data utilization of the total testing program; and finally, a list with suggestions for recommendations for improvement. A bibliography is included.

23. Larsen, Edwin P. Why test? Thrust for Education Leadership, 1972, 1(6), 21-26. EJ 064 147.

Following a careful reevaluation of the entire testing program by the students, parents, staff and administration it was concluded that the problems, the unmet educational needs, of an urban community will not dissipate by doing away with the state and local testing programs.

24. Lehrhaupt, Arthur. For millions of children, the united teaching profession says "no" to statewide testing. New Jersey Educational Association Review, 1972, 46(4), 24-25, 27. EJ 077 171.

The author contends that the New Jersey Commission of Education's policy of statewide testing creates an atmosphere of repression against teachers, and "curbs imagination and innovation" in children.

25. Loret, Peter G. Implementing, evaluating, and using a statewide assessment program: Logistics and contracted services. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C., April 1975. 13 pages. ED 111 863. MF \$0.83. HC \$1.67.

Under contract with the Oregon State Department of Education, Educational Testing Service (ETS) assisted in the preparation of a fourth grade reading assessment test based on, or modified from, Instructional Objectives Exchange materials. ETS produced test books, answer sheets, and all required ancillary materials necessary for test distribution and administration to a sample of 104 schools, previously selected on the basis of geographic region, district wealth, and district size. Rights, Wrongs, and "Don't Know" pupil scores were reported to schools and districts for 25 specific reading objectives and 4 grouped objectives (word attack, vocabulary, comprehension, and application). Summary statistics for schools were also prepared and distributed. A special vocabulary self-report section/score was included in both reports. At the state level, a number of item analyses were performed, and a series of weight frequency distributions prepared. A total of 4,127 pupils at 102 schools actually took the test with 299 pupils reported as absent.

26. Mathis, William J. Large-scale objective referenced testing: Some practical problems and concerns. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C., April 1975. 7 pages. ED 117 145. MF \$0.83. HC \$1.67.

This paper was presented with other papers in a forum dealing with statewide testing programs. The primary purpose of the paper is to address practical considerations and methods of resolution for large districts or states who are planning on conducting large scale testing or assessment programs with criterion or performance referenced measures. The first section lists the parameters and limits within which these programs generally operate. These limits are translated into practical problems and decision points. Methods of resolving the problems are then addressed with emphasis being given to professional and community involvement. The paper closes with comments on test validity and how it is affected by these problems and concerns.

27. National Education Association. Criteria for evaluating state education accountability systems. Washington, D.C.: National Educational Association. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 15 pages. Not available separately; included in ED 092 576, entry 37.

In addition to some general and basic principles regarding the importance of an acceptable accountability system, a number of specific criteria for evaluating state accountability programs is provided. The stated purposes of such a system and the specific uses of the resulting data should be clear and concise. Local control must be retained and participation by students, parents, and professionals is desirable. Data collected on the effectiveness of the school must reflect the complexities of the educative

process and provide feedback to determine whether program elements and conditions are of a caliber which would make possible high levels of performance by the staff. Emphasis is placed on the dangers of the misuse of standardized achievement tests and comments are made concerning publication of test results and comparisons between school districts. Finally, the cost factors in terms of time and personnel of such an accountability system are discussed.

28. National Education Association. Testimony presented by the National Education Association to the Panel on Evaluation of the Michigan Assessment Program. Washington, D.C.: National Education Association. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 10 pages. ED 092 578. Not available separately; included in ED 092 576, entry 37.

That teachers should be held accountable for conducting the best possible instructional processes, not for guaranteeing learning, is the view of the National Education Association (NEA). Because of the inadequate nature of tests of student achievement, the diverse nature of student populations, and the various conditions affecting learning, the NEA states that teachers must not be held accountable for student achievement as it is currently measured. The Association believes that accountability programs should be based on multiple indexes, and that test results should never be used as the major source of data. Evaluation must be implemented not only in cognitive areas, but in areas in which the goals are more difficult to measure. The NEA sees little evidence that state assessment programs are aimed at helping the teacher in solving serious instructional problems. Furthermore, the NEA prefers that greater emphasis be placed on professional expertise, judgment, and flexibility of approach in both curriculum development and instructional methodology since there is so little definitive research on the success of performance objectives in promoting learning. State assessment must emphasize diagnosis rather than classification of students.

29. Reinstein, Barry J. Public school perspectives on the uses of large-scale testing programs. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1976. 12 pages. ED 124 599. MF \$0.83. HC \$1.67.

The more commonly cited uses of state and local district assessment programs are addressed. The implications of seven proposed uses of state assessment data are reviewed point by point: (1) allocating state grants-in-aid to alleviate weaknesses in instructional programs; (2) designing instructional support programs for teachers; (3) developing state planning statements and priorities; (4) revising state minimum standards for schools;

(5) reporting and making recommendations to the legislature; (6) determining if students are acquiring "survival level" skills or "minimum competencies"; and (7) determining the extent to which students in a state have attained the skills, knowledge, and attitudes reflected in the educational goals of that state. Next, the author comments on some uses of large-scale testing in school districts and some conditions that should be met if such uses are to be realized. Finally, several major obstacles inherent in developing measurement instruments and procedures in areas other than reading, language, and math are discussed

30. Segel, David. State testing and evaluation programs. Washington, D.C.: Office of Education (DHEW), 1951. 39 pages. ED 086 721. MF \$0.83. HC \$2.06.

This report is concerned with the state testing and evaluation programs which were in effect during the year 1949-1950. Each program account describes the agency which coordinated the program; the nature and purpose of the program including the tests administered, the uses of test results, and other pertinent information; and the publications which were available from each state. A summary of the purposes for the Texas program is provided in the Appendix to illustrate various uses of the results of state-wide testing. States which had no program are so indicated.

31. Selden, David. Towards statewide educational assessment. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 3 pages. ED 099 407. MF \$0.83. HC \$1.67.

The source of most of the opposition to educational assessment is fear on the part of administrators and teachers that assessment will be used as an instrument of evaluation. Assessment plans make it impossible to identify individual teachers or schools. Thus, the fear that someone may be penalized because of a bad assessment is not realistic. Furthermore, all school systems at present do a great deal of testing. If school authorities wanted to use test results as evaluating instruments, they already have plenty of information to go on. The main problem in all assessment programs is that results are expected too quickly. Emphasis should be on longitudinal studies and comparison after multiple completions of the testing cycle.

32. Shepard, Lorrie. Reporting the results of statewide assessment. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. 16 pages. ED 109 255. MF \$0.83. HC \$1.67.

Reporting the results of statewide assessment looms as a problem as more states pass from the planning to implementation phase in their assessment programs. When energies are focused on the

purpose of the assessment, formulating objectives, and instrument construction, reporting takes a back seat because it happens last. There are some general principles to be followed in order to report effectively the results of a large scale assessment program. This paper begins with several recent references on how to report the results of large scale assessment programs. The remainder of this paper is intended to provide specific new thoughts for implementation of old principles. The ultimate success of state assessment programs will depend on how well assessment results are reported to their various audiences. In this paper, the most compelling recommendations for improving reporting practices are plan ahead, develop different reports for different audiences, and field test report formats to determine the language and content that are most meaningful to respective audiences. Reporting should receive the same careful attention as instrument construction with sufficient opportunity for feedback from intended users.

33. Taylor, Bob L. Potential uses of the National Assessment Model at the state and local levels. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 31 pages. ED 093 906. MF \$0.83. HC \$2.06.

The model used by National Assessment for data gathering and reporting on the citizenship area is described, and the potential uses of the model for state and local assessment, curriculum development, and accountability purposes are discussed. The study was carried out using papers and reports from the National Assessment of Educational Progress, Denver office, and state reports on adaptations of the model for state assessment needs. Adaptations of the model for curriculum development were identified, and, finally, adaptations of the model for accountability purposes were suggested and discussed.

34. Taylor, Bob L. Use of the Model at the state and local levels. Paper presented at the National Council for Social Studies, San Francisco, November 1973. 15 pages. ED 088 750. MF \$0.83. HC \$1.67.

The National Assessment, a census-like study to collect information concerning the educational attainment of Americans, is being adapted in many states with the results of the adaptations being used for decision making by state agencies or by teachers and administrators. The characteristics of the adaptations follow patterns related to this distinction of intended user. From among those states which have adapted the National Assessment as a model for assessment programs, this paper discusses the state-level programs in Maine, Connecticut, Texas, and Colorado and the district-level programs in Nebraska and Maryland. Although certain characteristics denote a good assessment program, the many possible variations open the model to misuse. Appropriate use of the national model can promote

curriculum improvement and yield valuable information for decision making; for example, the necessity of determining behavioral objectives can lead to sharpened perceptions of educational aims, but the exercise can also narrow perspectives. Assessment data too, can be misinterpreted and misapplied. An optimum use of the model is for accountability when applied to a total organization, such as a school.

35. Theimer, William C., Jr. Alternatives to the state mandated testing program. From a symposium on Testing at the convention of the California Educational Research Association, San Diego, Calif., April 1971. 22 pages. ED 053 208. MF \$0.83. HC \$1.67.

The purposes for which test data should be used were described as: test should provide a learning experience for the child taking the test, the teacher giving the test, and the parents of the child. It should also provide information useful to school administrators, school boards, and state and national educational agencies. The state-mandated testing program was examined in terms of how well it provided information which would be most valuable to these groups. Students, teachers and parents get very little helpful information from the present testing program. The information provided to the last three groups mentioned was more useful, but wasteful in time and money. Three alternatives were suggested: (1) criterion referenced tests based on the UCLA Instructional Objectives Exchange (IOX); (2) a form of sampling using the present standardized state-mandated tests; and (3) a combination of standardized normative based tests and locally constructed criterion referenced tests.

36. Tronsgard, David T., et al. Statewide educational evaluation. Denver: National Association of State Boards of Education, 1974. 78 pages. ED 095 202. MF \$0.83. HC \$4.67. Also available from the National Association of State Boards of Education, 2480 W. 26th Avenue, Suite 215-B, Denver, Colorado 80211. \$3.00

This book has been written for state board of education members and other citizens interested in public education. It is, in a sense, a primer in matters relating to learning, testing, assessment, and evaluation. Presented are some philosophical and political considerations in statewide educational evaluation. Learning is defined and the types and levels of learning are discussed. The remaining sections are devoted to: the measurement and evaluation of student learning; the problem of appropriate educational criteria; some suggestions for reporting the outcomes of evaluating student learning; and some rules of thumb which state school board members might employ to assist them in the evaluation of student learning resulting from curricula under their purview. The appendixes contain a directory of key state educational evaluation personnel and contracting agencies used by state education departments for matters relating to assessment.

37. Wise, Helen. Statement by Dr. Helen Wise, President, NEA, to the symposium, Statewide educational assessment: Coexistence or confrontation. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 30 pages. ED 092 576. MF \$0.83. HC \$2.06.

Although emphatically not against the concept of educational accountability, the National Education Association (NEA) feels that a redirection is needed in the implementation of such a system. Because of error, especially in testing minority and poor children, accountability programs should never use test results as the major source of data but should rely on multiple indexes. When testing is used, the NEA emphasizes the diagnostic capabilities of tests and warns against comparing students, schools or teachers. The NEA believes that teachers should be given the freedom to exercise professional judgment, to set learning goals for individual students, to assess the achievement of these goals and to establish the instructional procedures for attaining the desired learning. To expand and reinforce these comments, two NEA papers are included with this document: "Criteria for Evaluating State Education Accountability Systems" and "Testimony Presented by the National Education Association to the Panel on Evaluation of the Michigan Assessment Program."

38. Womer, Frank B. Developing a large scale assessment program. Denver: Colorado State Department of Education, Cooperative Accountability Project; St. Paul: Minnesota State Department of Education, 1973. 141 pages. ED 084 641. MF \$0.83. HC \$7.35. Also available from Cooperative Accountability Project, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203.

Education has become one of American's biggest industries. As a result, the public wants some evidence concerning the quality of the educational program. This booklet was written to delineate the role of assessment as an important aspect of a comprehensive accountability system for the nation's elementary and secondary schools. It describes what assessment is, provides an overview of assessment, and tells how to plan and develop tasks in an assessment program. Several state assessment programs are also described and a checklist for evaluating an assessment program is provided.

39. Womer, Frank B., & Lehman, Irvin J. 1973 Assessment Workshops: Final report. August 1973. 59 pages. ED 107 710. MF \$0.83. HC \$3.50.

Three 3-day assessment workshops were held in Boulder, Colorado from June 19-29, for personnel in the assessment field from state departments of education. Seventy-six participants from 35 states,

Puerto Rico, the Virgin Islands, and the District of Columbia attended. Two of the three workshops concentrated on National Assessment as one model for large-scale assessments. Presentations were made by National staff members. The third workshop was held between the other two. The program for this workshop concentrated on seven different state assessments, a short up-dating on National Assessment, and small group discussion sessions. Presentations were made by state directors of assessment, contractor representatives, and selected National Assessment staff. Evaluations of the workshops were quite positive. In all three workshops over 90 percent of the responses indicated a desire to attend a follow-up workshop in 1974. Most questions elicited very favorable reactions. The major suggestions for improvement were for more discussion time and better speakers. The things liked best were the opportunity to interact with other assessment persons and to hear about other programs.

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AN ANNOTATED ERIC BIBLIOGRAPHY

VOLUME II:  
INDIVIDUAL STATE PROGRAMS

Barbara Wildemuth  
and  
Deborah Elena Porter

November 1976

## Introduction

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## ALASKA

1. Moore, Vivian R., & Senungetuk, Joseph E. Statewide community participation in needs assessment. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 15 pages. ED 093 984. MF \$0.83. HC \$1.67.

The Alaska Educational Program for Intercultural Communication is developing a method of needs assessment which is unique to the state, possibly to the nation. The staff is comprised of highly creative and interculturally sentient people, all uncredentialed in evaluation. Their task has been to develop structures which foster communication where it has not previously occurred, between white school teachers and administrators, and Native parents and board members. As educational needs have been identified, working relationships have been built so that constructive action toward resolution of problems begins with the needs assessment.

## CALIFORNIA--ASSESSMENT PROGRAM

2. California State Department of Education. Student achievement in California schools: 1974-75 annual report. Sacramento: California State Department of Education, 1975. 72 pages. ED 124 592. MF \$0.83. HC \$3.50.

During the 1974-75 school year, all second and third grade pupils in California were tested in reading achievement, and all pupils in grades 6 and 12 were tested in the basic skills of reading, written expression, and mathematics. The Reading Test: Second and Third Grades was the instrument used to assess reading achievement; it was developed specifically for use in California. Reading achievement in the primary grades continued to surpass publishers' norms by a small margin. Pupils in grade 6 were administered a new test constructed as part of the revised California Assessment Program: the survey of Basic Skills: Grade 6. All areas tested showed increases, however scores were still slightly below national averages. The Survey of Basic Skills: Grade 12 was also used for the first time. Scores continued on a downward trend and are not well below publisher's norms. Since both sixth and twelfth grade tests lacked norms, a special study determined how students would have done on the tests previously used. Test results are described in terms of the average percentage of questions answered correctly for the areas of reading, written expression, and mathematics and for separate skill areas within each area. Illustrative test questions are given. Authorities reviewed the results and commented on the meaning of the results for California instructional programs. Conclusions and recommendations are given for each grade level and content area.

3. Law, Alexander I. Major changes in the California State Assessment Program. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 8 pages. ED 093 961. MF \$0.83. HC \$1.67.

According to a new law, state testing in California should be directed toward broad program evaluation rather than the diagnostic assessment of

individual students which should be the responsibility of each local district. The data from the state testing program is used primarily for public information and to facilitate decision making at the state level. Four basic types of decisions are identified as needs assessment, funding decisions, funding exemplary programs, and program evaluation. The new legislation allows California to develop its own tests that can be made more relevant to California's needs than commercially available tests. Considerable effort, therefore, has been devoted to the specification of objectives that the test should assess. The steps involved in the process of test development are outlined. School means are the lowest level of analyses and multiple regression analysis was chosen to calculate expected scores from socio-economic and other background information. A number of developmental research projects will be conducted as the program is implemented.

4. Shepard, Lorrie. Development of the California Entry Level Test: Construct validity of the subtests. 1974. 18 pages. ED 110 520. MF \$0.83. HC \$1.67.

This study examined the construct validity of the subtests in the California Entry Level Test (ELT). The ELT is administered to every first grade pupil in California as part of the California Assessment Program and is used as a baseline measure of the prereading skills of beginning first graders. The discriminant validity of the subtests was demonstrated by a factor analysis of item scores from 3,010 pupils (a one per cent random sample of all first graders tested). A principal components analysis, followed by varimax rotation, yielded a factor structure analogous to the test structure. Items from each of the five subtests loaded only on their own factor except for a few language development items which had secondary loadings with other factors. Multitrait-multimethod correlation matrices were used to determine the agreement of ELT subtests with corresponding subtests in four popular readiness tests. Findings were mixed. Subtests had convergent validity with other measures of the same construct, but only the subtest with the greatest variance had discriminant validity consistently.

#### CALIFORNIA--TESTING PROGRAM

5. California State Department of Education, Office of Program Evaluation. California State Testing Program 1970-71: Profiles of school district performance. Sacramento: California State Department of Education, Office of Program Evaluation, 1972. 596 pages. ED 092 574. MF \$1.16. HC \$31.47.

The factors (variables) examined in the California State Testing Program were divided into two groups for the analyses: (1) the 11 indicators of school quality in terms of the products of the educational system, referred to as output factors (e.g., pupil scores on achievement tests); and (2) the 22 indicators of school quality in terms of the characteristics of school districts, referred to as input factors (e.g., assessed valuation, class size, tax rates, and teachers' salaries). Complete descriptions of these factors are given in Part I of this report. Part II of this report presents statewide testing data and other factors for 1970-71 for each

school district in California. This detailed information makes it possible to compare the data for one school district with those of all other districts or with sets of districts having similar characteristics. Based on the analysis of various relationships, equations were developed which were used to obtain predicted test scores for each school district. The degree to which the actual scores of each district exceeded or fell short of the predicted scores is presented.

6. California State Department of Education, Office of Program Evaluation. California State Testing Program 1970-71: Profiles of school district performance. Technical supplement. Sacramento: California State Department of Education, Office of Program Evaluation, 1973. 51 pages. ED 092 575. MF \$0.83. HC \$3.50.

Achievement test scores and measures of district and pupil characteristics were analyzed for all California school districts. Achievement test scores were found to be highly correlated among each other. The best single predictor of achievement scores was a measure of family poverty. Scholastic aptitude scores were not used as predictors. Regression equations which were developed to predict achievement scores on the basis of district characteristics accounted for about half of the variance in achievement scores among districts.

7. California State Department of Education, Office of Program Evaluation. California State Testing Program 1971-72 and 1972-73: Profiles of school district performance. Sacramento: California State Department of Education, Office of Program Evaluation, 1974. 570 pages. ED 092 573. MF \$1.00. HC \$30.13.

Presented are findings from California's State Testing Program for 1971-72 and 1972-73. The factors (variables) examined were divided into two groups: output factors, indicators of school quality such as scores on achievement tests; and input factors, factors describing the characteristics of school districts such as class size, tax rate, etc. Part I of the report provides a narrative description of the factors examined and is followed by a statistical summary of the data gathered. State averages against which school districts may compare their scores are given. Test scores for previous years are also listed. Part II of this report provides a district profile for each of the school districts in the State and includes all the factors described in Part I. Tentative indications of the quality of the educational program in each school district may be gained by comparing data from each district with data from other districts in the State.

8. Hoffman, Glenn W. A county superintendent's view of the California State Testing Program. Thrust for Education Leadership, 1972, 1 (6), 19-20. EJ 064 146.

The purposes of this paper are to (1) consider the state testing program from the county point of view, (2) relate the testing program to other state required programs, and (3) make some suggestions for the future.

COLORADO

9. Barlow, Bruce M., & Timiraos, Carmen R. Colorado Adult Needs Assessment. Final technical report. Denver: Colorado State Board for Community Colleges and Occupational Education; Colorado State Department of Education, Division of Adult Education, October 1975. 312 pages. ED 120 243. MF \$0.83. HC \$16.73.

Three different surveys were collected to gather data about adult occupational, educational, and related needs; agency services available to adults; and the businessman's requirements and perceptions about adult needs. The thrust was to gather data to help identify educational needs and attitudes of adults, age sixteen and older, not enrolled in a formal educational program. Data collection took place from August to October, 1974, for the Citizen's survey and from October to December, 1974, for the Employer and the Agencies mail-out surveys. Data was gathered across the thirteen Planning and Management District Areas. The Citizen's survey resulted in 5,337 usable personal interviews. Equal number of households were assigned to each Planning and Management district with a balanced representation from both rural and urban areas. The Employer's survey included employers with as few as four employees as well as those employing 500 people or more. The return rate for this survey was 33 percent out of 1,500 employers in the agencies that provide all types of services to adults, i.e., health, legal, and employment services; two and four year colleges; etc. with a response rate of 39.6 percent out of 978 agencies identified. This full technical report describes the surveys in detail as well as methodology and results.

10. Barlow, Bruce M., & Timiraos, Carmen R. Colorado Adult Needs Assessment summary report. Denver: Colorado State Board for Community Colleges and Occupational Education; Colorado State Department of Education, Division of Adult Education, August 1975. 30 pages. ED 120 244. MF \$0.83. HC \$2.06.

In summation of the three surveys which comprised the total Adult Needs Assessment, four basic generalities describe the adult learning situation in Colorado. (1) The people recognize and appreciate adult learning as a necessary and desirable means toward improving their lives. Their view toward education is serious and mature. (2) The public agencies are making an aggressive effort to serve their constituencies but are frustrated by an inability to meet their own existing objectives. There is an urgent need for steady funding to enable the attainment of those objectives and to permit operational efficiencies through reduction of inter-agency referral traffic. (3) The employer community recognized a need for adult programs in their localities and while it is reluctant to provide monetary support to fulfill those needs, it would consider providing ancillary support to the right kind of programs. Employers in general recognize and acknowledge the benefit to themselves accruing from employee participation in adult programs. (4) Opinions of past learning programs are positive both in terms of attitudes toward those experiences and in an expressed desire for future participation. Adult Education Programs have enabled people to achieve diplomas and continue to improve themselves by participating in other more advanced programs. Clearly these activities must be continued.

11. Colorado State Department of Education. The Colorado evaluation project (Common Status Measures). Progress report. Denver: Colorado State Department of Education, June 1970. 45 pages. ED 079 383. MF \$0.83. HC \$2.06.

The Colorado Evaluation Project was funded to field test the Common Status Measures concurrently with Colorado's pilot program in assessment and evaluation. The primary purpose is to determine Colorado's educational needs, and the secondary purpose is to test procedures for assessment which can be replicated or adapted by local school districts or other states. These activities have been completed: (1) developing test items; (2) building test forms; (3) drawing a sample of pupils; (4) hiring and training test proctors; (5) administering tests; and (6) keypunching data. A description of these activities, resultant products, and problems encountered is provided. Some 12,000 tests were administered to a random sample of students in 31 districts across Colorado. The Common Status Measures were administered to 1,030 fourth- and eleventh-graders in Colorado. Tests in six subject areas were given to determine whether certain curricular objectives are being met.

12. Helper, John. Materials and procedures for assessing learner needs in Colorado. Technical report. Denver: Colorado State Department of Education, Division of Elementary and Secondary Education, April 1973. 40 pages. ED 079 407. MF \$0.83. HC \$2.06.

The Colorado Learner Needs Assessment (CLNA) is described, with operational models for sampling, computer analysis and reporting. The rationale of the program is discussed, followed by its specifications (scope, reporting possibilities, precision and data format), development (meetings, letters, preliminary tryout, sampling and analysis plans, field work plans, administration, scoring and analysis, and mailing results), and uses.

## CONNECTICUT

13. Deal, Richard E., et al. Connecticut career guidance assessment, 1974. Philadelphia: Institute for the Study of Inquiring Systems, December 1974. 376 pages. ED 106 450. MF \$0.83 HC \$20.75.

The study reports the results of a survey of 2,292 13 year olds and 2,173 17 year olds, in Connecticut, using a criterion-referenced assessment instrument designed to test 15 content domains (job satisfaction; occupational levels, fields, and emphasis; occupational trends; occupational levels and education; leisure time; job specialization/satisfaction; self awareness; life experiences and career choice; school subject areas; abilities and interests; steps in career planning; satisfaction from work; training programs; activities related to careers; and relationship among occupational level, academic ability, and interests). Detailed tabulation and discussion of results is presented in three sections: (1) highlights, including a discussion of the implications of the results; (2) base line, including comparisons between various groups within the population and an examination of the data for causes of high or low scores, with a view to the future use of these results as base-line data; and (3) content domain analysis,

presenting, comparing, and discussing the responses in each area. Appended materials include: the Connecticut Guidance Objectives; definitions of terms used; the measurable objectives used in the development of the criterion-referenced test items; the assessment instruments, together with instructions and selected correspondence; and basic test response data.

#### DELAWARE

14. Handrick, Fannie A. Delaware Educational Assessment Program 1974-75. Report of the spring 1975 testing program. Dover: Delaware State Department of Public Instruction, Division of Research, Planning, and Evaluation, November 1975. 37 pages. ED 118 608. MF \$0.83. HC \$2.06.

A description of the 1974-75 Delaware Educational Assessment Program and a summary of the data gathered and analyzed as part of the program are provided. The report is divided into two major sections: the first part provides a description of the program including purposes, data collected, instrumentation, and reports prepared. The second part of the report summarizes the data that were gathered and analyzed. State-wide data on pupils are presented as are the results of some preliminary analyses of the relationships found between student achievement and selected school and community resources.

15. Magoon, A. J., et al. Critique of the Delaware educational assessment accountability model. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 9 pages. ED 095 656. MF \$0.83. HC \$1.67.

The Delaware Educational Assessment Program accountability model is based on the performance assessment procedure initially described by Dyer, which utilizes background information of students to estimate educational outcomes. The difference between the estimate and the actual outcome is defined as a "need" in this application. This accountability model, which has been applied in the state of Delaware, has serious shortcomings in its underlying assumptions and definitions. Survey data collected from teachers (N=112) and lay persons (N=102) indicate that there is little consensus about what the accountability model should be doing, although more than 9 out of 10 teacher respondents would not, in practice, endorse its prescriptions for resource allocations. Several suggestions are offered for the model's reconstruction and its interpretation to teachers and lay persons.

Wise, Wilmer E., et al. Summary report: 1974 Delaware Educational Assessment Program. Dover: Delaware State Department of Public Instruction, January 1975. 16 pages. ED 104 945. MF \$0.83. HC \$1.67.

16. This report contains a brief summary of the statewide findings of the 1974 Delaware Educational Assessment Program (DEAP). A number of reports and publications, prepared by the Department of Public Instruction, provide detailed analyses of the data. The body of this report gives a short description of the program, some comparisons of the performance of Delaware students to the performance of a national norming sample, an analysis of those tasks

or objectives that Delaware students have mastered and those on which performance was less than satisfactory, and a very brief list of the implications of the data for Delaware.

#### FLORIDA

17. Beard, Jacob G. & Convey, John J. A state-wide assessment of student opinions about their school. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, April 1974. 18 pages. ED 090 267. MF \$0.83. HC \$1.67.

This paper describes the procedures used in, and the results of, a state-wide assessment of eighth-grade pupils' opinions toward their schools. A Student Opinion and Attitude Poll was installed as a regular component of the Florida State-Wide Eighth-Grade Testing Program. Results deal with student attitudes and opinions about strictness and adequacy of rules, participation in decision-making, amount of freedom they perceive, frequency and seriousness of certain problems, feelings about different teaching methods, and perceived adequacy of the instruction on current problems. In addition to providing information on how Florida students view their schools, the report should be of general interest as an extensive implementation of affective measurement in a state testing program.

18. Colorado State Department of Education, Cooperative Accountability Project. Operating an objective-referenced testing program: Florida's approach to large-scale assessment. Denver: Colorado State Department of Education, Cooperative Accountability Project, 1975. 57 pages. ED 120 213. MF. \$0.83. HC \$3.50. Also available as Report No. 28 from SEAR, Wisconsin Department of Public Instruction, 126 Langdon St., Madison, Wis. 53702. Free.

The pros and cons of using behavioral objectives, the merits of norm-referenced versus objective-referenced tests, and the virtues of sampling versus census testing are familiar topics in evaluation literature. Far less common is practical information on how to implement objective-referenced testing, particularly the large-scale testing required for statewide testing programs. This monograph aims to partially fill the noticeable gap and begin to provide practical guidance in the area of objective-referenced testing. The chapters do not cover all aspects of testing since much information is available on standardized testing. Moreover, whether a large-scale testing program uses an objective- or a norm-referenced test, testing procedures automatically become standardized due to the need for uniformity if comparable data is to be obtained. The major topics included here are accountability and product objectives, contracting, training, administration problems, and analysis of results. The text describes procedures used in Florida and, to the degree possible, the constraints and modifications of these procedures. No effort has been made to translate Florida's activities into a set of prescribed procedures, although practical suggestions are offered throughout. The monograph focuses in depth on various aspects of the Florida Statewide Assessment

Program. The 1974-75 Request for Proposals (RFP) in Appendix B describes in detail the entire 1974-75 testing program, while a history provides a frame of reference for Florida's educational system and the constraints within which the program operates.

19. Florida State Board of Regents. Plans beyond high school. A report of a statewide survey of Florida high school seniors, fall 1968. Tallahassee: Florida State Board of Regents, October 1969. 58 pages. ED 033 673. MF \$0.83. HC \$3.50.

An 8-item survey instrument, Plans Beyond High School, was administered to over 80,000 high school seniors in 1968 as part of the Florida State-wide Twelfth Grade Testing Program, a battery consisting of academic ability and achievement tests in English, social studies, natural sciences, and mathematics. The survey instrument was primarily designed to collect data about the intended post-high school plans of the seniors that would be useful to higher education planners in Florida. This report presents the objectives of the statewide survey, an item-by-item discussion of the students' responses, and a comparison of the test performances of students planning to attend colleges and universities in Florida with those of students planning to attend out-of-state institutions. The findings revealed that approximately 85% of the seniors had aspirations to attend college. The number of seniors planning to attend state universities in Florida not only exceeded the capacity of the state institutions to accept entering freshmen in the following year but was almost two and one half times as large as the number planning to attend out-of-state universities. About 35% of the seniors planning to study at out-of-state universities and 23% of those planning to study in Florida ranked in the highest quintile on the test battery. Follow-up research is needed to identify the characteristics of students who as high school seniors plan to attend college but abandon their plans after graduation.

#### GEORGIA--ASSESSMENT PROGRAM

20. Georgia State Department of Education, Office of Instructional Services. Needs Assessment Package. Atlanta: Georgia State Department of Education, Office of Instructional Services, 1974. 65 pages. ED 107 695. MF \$0.83. Hard copy not available from EDRS.

Georgia's Needs Assessment Package, which has many sample forms, includes a procedure which helps to identify short-range and long-range educational needs. This procedure utilizes community participation which broadens the decision-making base and serves to legitimize actual decisions. It utilizes the opinions of professional educators, regardless of their role and also utilizes student opinions. Data-gathering and storing activities are organized into a direct relationship with the learning process, providing an accountability record.

#### GEORGIA--TESTING PROGRAM

21. Hutcheson, Larry D., & Schabacker, William H. Benchmarks-utilization guide for Georgia statewide test scores. Atlanta: Georgia State Department of Education, Division of Program and Staff Development, October 1975. 113 pages. ED 117 183. MF \$0.83. HC \$6.50.

Benchmarks is intended as an aid to the proper use of Georgia Statewide Testing Program scores. It provides information about the program and the tests; reading and understanding the various reports, understanding what the scores mean; and applying test results for the improvement of learning opportunities for Georgia children and youth. It is organized into nine sections, each providing answers to these questions: (1) What are the objectives of the Georgia Statewide Testing Program?; (2) Who is tested? What tests are used? What do the tests test?; (3) What scores are reported? What do the scores mean? What are some uses of the scores? What are some limitations of the scores?; (4) What reports are provided for use at various levels? What do the reports look like? How may the reports be read and understood?; (5) How may the test results be assessed and interpreted?; (6) What may be done to improve students' learning?; (7) How may scores be released to the general public?; (8) How may a local inservice program be conducted?; and (9) How may students be prepared for testing? Test scores seem often to be misused or not used at all. Perhaps, this is due either to misunderstanding of testing terminology or to a lack of knowledge of what the scores mean. In this guide special attention has been paid to communicating in a simple, straight-forward manner by using words common to most educators and by making liberal use of samples, examples and illustrations.

22. Hutcheson, Larry D., & Schabacker, William H. Utilization guide for Georgia Statewide Testing Program test scores. 1974. 84 pages. ED 109 166. MF \$0.83. HC \$4.67.

Each year all Georgia children and youth in the fourth, eighth and eleventh grades are tested; the Iowa Tests of Basic Skills are used in the fourth and eighth grades, the Tests of Academic Progress in the eleventh grade. Test scores which provide a wealth of information, may be used as a tool for the teacher, principal, curriculum specialist or other school staff to diagnose areas where improvement may be needed. Following this diagnosis, prescriptions for improvement may be developed and applied. This guide is intended as an aid to the proper use of Georgia Statewide Testing Program scores. It provides information about the program and the tests; reading and understanding the various reports; understanding what the scores mean; and applying test results for the improvement of learning opportunities for Georgia children and youth. Test scores seem often to be misused or not used at all. Perhaps, this is due either to misunderstanding of testing terminology or to a lack of knowledge of what the scores mean. In this guide special attention has been paid to communicating in a simple, straight-forward manner by using words common to most educators and by making liberal use of samples, examples and illustrations.

#### HAWAII

23. Hawaii State Department of Education, Office of Instructional Services. Summary report of statewide testing program 1971-1972. Evaluation report no. 81. Honolulu: Hawaii State Department of Education, Office of Instructional Services, 1972. 60 pages. ED 081 839. MF \$0.83. HC \$3.50.

Hawaii's testing program for 1971-72 is described, and test results are provided. Following an introduction and a glossary of technical terminology, narrative summaries of all the tests administered are provided. These tests are: California Test of Mental Maturity; California Achievement Test--Reading; SCAT; STEP--Reading, Mathematics, Writing, Science, Social Studies, and Listening; and Differential Aptitude Test. In each narrative, the following information is given: purpose of the test, population taking the test, date of the test administration, and a summary of results. Appendices provide specific results for each test and state and national norms.

## ILLINOIS

24. Illinois University, Center for Instructional Research and Curriculum Evaluation. 1973-74 Illinois Statewide Aptitude High School Testing program statewide norms: Academic aptitude-social studies-science-English-mathematics-functional reports. Urbana: Illinois Univ., Center for Instructional Research and Curriculum Evaluation, 1973. 5 pages. ED 079 424. MF \$0.83. HC \$1.67.

The battery of the Illinois Statewide High School Testing Program is designed to provide measures fundamental to testing at the junior level. Tests will yield nine scores: verbal reasoning, grammar, usage, English total, natural science, social studies, problem solving, mathematical reasoning, and mathematics total. Testing will be administered in the students' respective schools by their own teachers within a period of 190 to 210 minutes. Results will be sent to the students.

## IOWA

25. Morrison, Max. Iowa assessment report in mathematics, 1975-76 school year. Des Moines: Iowa State Department of Public Instruction, Division of Planning, Research, and Evaluation, 1976. 16 pages. ED 125 894. MF \$0.83. Hard copy available from the State of Iowa, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. Free while supply lasts.

The Iowa Assessment Program used criterion-referenced tests developed for use with students in grades 5 and 8. Participation by local school districts was on a voluntary basis. Lists of minimal objectives were developed after reviewing textbooks and objectives identified by the National Assessment of Educational Progress. These objectives were reviewed by mathematics teachers, and from them 58 were selected for the beginning fifth-grade level and 62 for the beginning eighth-grade level. Four items were written for each objective. This document presents the lists of objectives and percent of students tested who displayed mastery of each objective.

KENTUCKY

26. Kentucky State Department of Education. Kentucky Educational Needs Assessment Study phase I. I. Final Report, II. State and regional profiles. Frankfort: Kentucky State Department of Education, August 1970. 190 pages. ED 111 854. MF \$0.83. HC \$10.03.

The Kentucky state plan for the collection of data concerning the cognitive, affective and psychomotor needs of school children is discussed. The plan entails: (1) identification of the needs of learners to be served, (2) determination of the criticality of the learner needs that are identified by applying judgmental values, (3) establishment of performance goals for the alleviation of critical needs and development of programs to meet these critical needs, and (4) application of measures of accountability based upon performance goals, to the progress of such programs. In this context, the Needs Assessment Study is but the first step toward comprehensive planning. This report synthesizes and displays the findings of a year spent in setting the stage, creating an awareness of the need for the effort, establishing an appropriate organizational framework, and implementing a state-wide study of learner needs.

27. Kentucky State Department of Education, Division of Evaluation. Kentucky Educational Assessment Program 1974: Grade 4. Frankfort: Kentucky State Department of Education, Division of Evaluation, 1974. 194 pages. ED 111 855. MF \$0.83. HC \$10.03.

The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the fourth grade, relevant information was gathered in three goal areas: (1) General Education, (2) Human Relationships, and (3) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported.

28. Kentucky State Department of Education, Division of Evaluation. Kentucky Educational Assessment Program 1974: Grade 8. Frankfort: Kentucky State Department of Education, Division of Evaluation, 1974. 210 pages. ED 111 856. MF \$0.83. HC \$11.37.

The Kentucky Education Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the desired performance. In the eighth grade, relevant information was gathered in five goal areas: General Education, Human Relationships, Citizenship, Physical and Mental Well Being, and Occupational Competence. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals,

this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported.

29. Kentucky State Department of Education, Division of Evaluation. Kentucky Educational Assessment Program 1974: Grade 11. Frankfort: Kentucky State Department of Education, Division of Evaluation, 1974. 203 pages. ED 111 857. MF \$0.83. HC \$11.37.

The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the eleventh grade, relevant information was gathered in four goal areas: (1) General Education, (2) Human Relationships, (3) Citizenship, and (4) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported.

30. Van Fleet, Donald. Kentucky Educational Assessment Program. Three year summary. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 25 pages. ED 093 917. MF \$0.83. HC \$1.67.

The process of assessing learner needs in Kentucky developed within a planned framework of tasks to be accomplished sequentially in a time frame directed toward an ultimate goal of comprehensive planning. One hundred specific needs categorized under 10 priority general needs of the state's learners were identified through a survey resulting in the development of learner performance objectives for grades 4, 7, and 11. Behavioral expectations are listed for each grade. Tests were then selected for assessing learner needs in mathematics, reading, and physical education. The assessment program was systematically broadened to include more districts in the sample and will eventually assess progress toward the achievement of all the goals of education concerning the cognitive, affective, and psychomotor needs of Kentucky school children which have been specified, published, and distributed statewide. Need areas are appearing after the fourth grade in certain reading and attitude areas.

#### LOUISIANA

31. Louisiana State Department of Education, Division of Instructional Services. Louisiana career education objectives. What should they be? Bulletin no. 1409. Baton Rouge: Louisiana State Department of Education, Division of Instructional Services, September 1974. 52 pages. ED 120 583. MF \$0.83. HC \$3.50.

While the Louisiana State Department of Education does not mandate the total scope of career education programs offered at the local levels, it is essential

that a common core of ideas be promoted in order to assess the statewide progress of the programs. The bulletin presents goals and objectives for career and occupational development for ages 9, 13, and 17 based on the national assessment program for these three age levels. Career and occupational development objectives do not belong to a specific discipline but include preparation for making career decisions, improving career and occupational capabilities, possessing skills generally useful in the world of work, practicing effective work habits, and having positive work attitudes. Specific vocational skills have been purposely omitted from these objectives. Each objective for career and occupational development is listed in detail for each age level, with check points on student achievement at three critical periods in school careers: age 9, representing students at or near the end of primary school training; age 13, representing students at or near the end of elementary school training; and age 17, representing students who will soon be finishing high school training.

### MARYLAND

32. Automation Industries, Inc., Vitro Labs Division. Educational needs assessment study for Maryland. Questionnaire with eight versions of the demographic variables section. Silver Spring, Md.: Automation Industries, Inc., Vitro Labs Division, October 1973. 19 pages. ED 086 744. Not available separately; included in ED 086 720, entry 33.

The self-administered questionnaire is designed for the collection of information on public perceptions of the importance of the educational goals established by the Maryland State Department of Education (MSDE). Also included in the questionnaire are items on the perceived extent of goal attainment, school processes, issues, and the most urgent needs of public education. There are 149 core items which are answered by all respondent groups--students, school staff, control staff, parents, boards of education, the general public, business and industry, elected and appointed officials, MSDE staff, and postsecondary educators. Educators are asked an additional 42 questions on educational program needs. Specific demographic data is collected separately for various respondent groups resulting in eight versions of the questionnaire. See ED 086 720 (item 33) for related document.

33. Hershkowitz, Martin. A study to validate goals for public education and to assess educational needs in the state of Maryland. Silver Spring, Md.: Automation Industries, Inc., Vitro Labs Division, October 1972. 207 pages. ED 086 720. MF \$0.83. HC \$11.37.

The purpose of this study was to provide input for educators through a systematic review of the goals established by the Maryland State Department of Education; by the determination of goal-gaps and the determination of critical needs; and by an optimum allocation of available resources. An additional benefit of this study was the collection of data at the school district level which provided local decision-makers with needs assessment input for program planning. The study was conducted in two stages: (1) an extensive self-administered questionnaire; and (2) a review of the standardized achievement testing program in each of Maryland's local

education agencies in order to derive a statewide achievement score for the average student. Over 11,000 respondents from ten groups--students, school staff, central staff, parents, boards of education, general public, business/industry, elected and appointed officials, state department staff, and postsecondary educators--were involved in the study. The respondent groups were asked questions on goals, processes, and issues, while educators were asked additional questions on educational program needs. See ED 086 744 (item 32) for the questionnaire used in the study.

• Maryland State Department of Education, & Westat Research, Inc. Maryland Accountability Program report, school year 1973-1974. Baltimore: Maryland State Department of Education; Rockville, Md.: Westat Research, Inc., January 1975. 597 pages. ED 118 637. MF \$1.16. Hard copy not available from EDRS.

This initial report required by the Maryland Educational Accountability Act provides descriptive information to public officials and the general public about Maryland public schools. In the report, the reader will find information about: the nature of the educational accountability effort thus far; the objectives of the Maryland State Department of Education; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the state level; the goals and objectives in the same areas established for each school system; demographic data for the state, local school systems, and schools; assessment data on ability and achievement summarized at the state and school system levels; and assessment data on ability and achievement for each Maryland public school with grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess ability. Results showed, in general, Maryland's average performance in the ability areas showed a progressive increase through the grades.

• Maryland State Department of Education, & Westat Research, Inc. Maryland Accountability Program report--Year 2, school year 1974-1975. Baltimore: Maryland State Department of Education; Rockville, Md.: Westat Research, Inc., January 1976. 552 pages. ED 118 638. MF \$1.00. Hard copy not available from EDRS.

This report provides descriptive information for public officials and the general public about Maryland's public schools. It is the second report required by the Maryland Educational Accountability Act. This second report contains information about: the implementation of the Maryland Accountability Program on the state and local school system levels--present achievement and future plans; demographic data for the state, local school systems, and schools; assessment data on ability and achievement summarized at the state and school system levels; and assessment data on ability and achievement for each Maryland public school with Grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed that Maryland's average performance on most of the achievement areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades.

36. Maryland State Department of Education, & Westat Research, Inc. Summary highlights: Maryland Accountability Program, school year 1973-1974. Baltimore: Maryland State Department of Education; Rockville, Md.: Westat Research, Inc., January 1975. 185 pages ED 118 635. MF \$0.83. HC \$10.03.

This initial step in establishing a program of educational accountability provides descriptive information to public officials and the general public about Maryland public schools. The report presents the overall accountability effort of goal formulation and educational assessment on the state local school system, and individual school levels. In this summary, the reader will find descriptive information about: the nature of the educational accountability effort thus far; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the state level; demographic data for the state and local school systems; and assessment data on ability and achievement summarized at the state and local school system levels. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed Maryland's average performance in most of the achievement skill areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades.

37. Research Triangle Institute, Center for Educational Research and Evaluation. Maryland handbook on the accountability assessment program. Durham, N.C.: Research Triangle Institute, Center for Educational Research and Evaluation, January 1974. 69 pages. ED 109 182. MF \$0.83. HC \$3.50.

Article 77, Section 28a, of the Annotated Code of the Laws of Maryland, commonly called the Maryland Educational Accountability Program (MAAP), was passed in 1972 by the Maryland General Assembly. This act should insure when properly implemented; that educational programs: (1) lead to the attainment of established educational objectives, (2) provide information for accurate analysis of cost of instructional programs, and (3) provide information for the analysis of the differential effectiveness of instructional programs. Compliance with the MAAP includes the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--state, school system, and individual school. The act requires a school by school survey of the current status of student achievement in relationship to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. MAAP stipulates that a yearly report be submitted by the state superintendent of schools to the governor and state legislature. This handbook was developed to help ensure that MAAP responsibilities at all levels are understood clearly and carried out effectively.

38. Research Triangle Institute, Center for Educational Research and Evaluation. Maryland handbook on the accountability assessment program (revised December 1974). Durham, N.C.: Research Triangle Institute, Center for Educational Research and Evaluation, December 1974. 57 pages. ED 118 636. MF \$0.83. HC \$3.50.

This handbook is developed as a part of Maryland's accountability program and is intended to assure the required uniformity in test administration procedures, security of test materials, and other matters with the aim of establishing an accountability assessment system which is fair to students, staff, schools, and school systems. Special attention is given to such concerns as preparation for testing, conditions for test identification, potential pitfalls, and responsibilities of various staff members. This handbook replaces the 1974 edition.

#### MASSACHUSETTS--ASSESSMENT PROGRAM

39. Massachusetts State Department of Education. Massachusetts application of national assessment items in citizenship and science. Boston: Massachusetts State Department of Education, February 1972. 6 pages. ED 075 490. MF \$0.83. HC \$1.67.

The 1972 assessment activities in the Massachusetts schools concentrated on the areas of citizenship and science, utilizing two seventh grade samples of 10,000 students each, with each group completing only one assessment form. The testing program utilized National Assessment Items for age 13, as well as a few items from the Measurement Research Center to replace items not released by National Assessment for the objective being measured. The following procedures were carried out; (1) two four-page pamphlets, one for Citizenship and one for Science, were prepared listing the objectives used by National Assessment in these curriculum areas; (2) a rating scale to indicate priority of objectives was prepared and sent to each of the 57 schools used in the sample population; rating categories applied by each school to each objective were: (a) objective with highest priority; (b) objective of importance requiring extensive evaluation; (c) objective important, but not requiring extensive evaluation; (d) objective not of importance; omission will have no effect; and (e) objective not applicable to this school system. Objective results of the assessment were not available for inclusion. Attachment A to the report provides samples of the Citizenship and Science Objectives, and Attachment B is a summary of the ratings of all Science Objectives and identifies the number of items to be used in measuring each objective.

40. Massachusetts State Department of Education. Massachusetts Fourth Grade Testing Program 1971. Boston: Massachusetts State Department of Education, April 1971. 4 pages. ED 075 489. MF \$0.83. HC \$1.67.

The testing of every fourth-grade classroom in Massachusetts was carried out in an effort to answer the following questions: (1) What are the levels of mastery of basic skills in Massachusetts fourth grades? Are there differences in achievement between skills?; (2) What educational needs can be inferred for Massachusetts' students, based on basic skills testing?; (3) Do testing data reveal the influence of Federal programs?; (4) Does the product of education vary according to available resources--financial outlay, professional support, materials?; and (5) Are there regional variations in abilities and achievement? Aptitude and achievement data were obtained for 324 school systems, 1488 schools, and 85,382 fourth-grade children. The test instruments used were the Comprehensive Tests

of Basic Skills and the Short Form Test of Academic Aptitude published by CTB/McGraw-Hill. Three different reports of the test data were supplied to all school systems. The test data showed that the state as a whole exceeded the national norms; the mean "obtained" scores were significantly higher than the "anticipated" scores in all areas measured by the tests of basic skills. Highest scores were in reading comprehension and the lowest in arithmetic. From the test results, it was concluded that Massachusetts fourth graders are slightly higher than the national norms in all areas measured. Correlations between the subtest total mean scores by school are statistically significant and very high. Schools that did well on one subtest generally did well on all subtests. A survey of school superintendents showed that 98% used the test data.

#### MICHIGAN

41. Donovan, David L., et al. Individual student and classroom reports: Explanatory materials, 1973-74. Michigan Educational Assessment Program second report. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, 1973. 31 pages. ED 120 217. MF \$0.83. HC \$2.06.

For the first time, the Michigan Educational Assessment Program emphasizes providing classroom teachers with extensive information about the performance of students on selected performance objectives that are tested in the program. This guide was prepared to help educators interpret the information provided for individual students and for classroom groups. This booklet contains four sections. The first section describes the tests used in the 1973-74 educational assessment program. The second section describes and illustrates the various report forms that are used to present individual student and classroom data. The third section contains aids in interpreting the information contained in the reports. The final section contains cautions that should be exercised in the interpretation of individual student and classroom reports. The selected performance objectives measured by the objective-referenced mathematics and reading tests are given in Appendix A of this report.

42. Donovan, David, et al. Objectives and procedures: The first report of the 1972-73 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, October 1972. 36 pages. ED 073 139. MF \$0.83. HC \$2.06.

The objectives of the Michigan Educational Assessment Program for 1972-73 are: (1) to provide state officials and citizens with information which contributes to an understanding of the educational needs of the state's school children and to the analysis of the educational system's response to these needs; (2) to provide citizens and educators with information regarding the public school districts and schools, the children's needs, and the district's responses to these needs; (3) to provide school districts with basic information regarding students to help students, parents, and educators assess their progress; and (4) to provide citizens with information regarding the progress of the Michigan educational system as a whole

and the progress of its school districts and schools over a period of years. The methodology to be used in accomplishing these objectives is an educational management system, known as the accountability model, which has six basic components: (1) identification of common goals, (2) establishment of performance objectives, (3) assessment of needs, (4) analysis of delivery systems, (5) evaluation, and (6) recommendation for improvement. Procedural issues concern: who will conduct the program, who will be included in the program, which fourth and seventh graders will be given the assessment battery, how long it will take to administer the battery (word relationships, reading, mechanics of written English, mathematics, and composite achievement), steps being taken to assure some degree of standardization in administration, who will administer the battery, when it will be administered, etc.

43. Donovan, David L., et al. School and district reports: Explanatory materials. The third report of the 1973-74 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, October 1973. 38 pages. ED 120 216. MF \$0.83. HC \$2.06.

This explanatory report was prepared to assist educators in the interpretation of the local and school district summary reports provided by the 1973-74 Michigan Educational Assessment Program. Information concerning the interpretation of student and classroom reports was provided in a separate report. The first section of this report describes the educational assessment measures used in the 1973-74 program. The second contains aids for interpreting the information contained in the reports and includes facsimiles of the forms used to report assessment results to local school districts. The final section contains cautions that should be exercised in the interpretation of the school and school district reports. Appendix A contains a listing of the mathematics and reading performance objectives for grades four and seven assessed in the 1973-74 program; Appendix B contains the norm tables necessary for interpreting the human and financial resource information at the school and district levels; Appendix C contains the definitions of the educational assessment measures.

44. Educational Testing Service. Technical report: The fifth report of the 1971-72 Michigan Educational Assessment Program. Princeton, N.J.: ETS, November 1972. 68 pages. ED 104 966. \$0.83. HC \$3.50.

The 1971-72 Michigan Educational Assessment Program (MEAP) provided information on 22 measures of students and schools. While some of the data were gathered in routine Michigan Department of Education reports, mean socioeconomic status (SES) for each school and student performance data were gathered in a special endeavor during January 1972. The SES was estimated from information gathered in a questionnaire prepared by school principals. Students receiving regular classroom instruction in grades 4 and 7 were tested using a basic skills battery thereby providing student performance data. The battery consisted of four tests: Word Relationships, Reading, Mechanics of Written English, and Mathematics. For each of the four tests at each grade level, the raw score distribution was transformed into a standard score distribution with a mean of 50 and a standard deviation of 10. A majority of the achievement tests were somewhat difficult for students

at both grade levels. However, the range of difficulty among items appears to be well represented. The tests possess acceptable to excellent ability to discriminate between good and poor students.

45. Educational Testing Service. Technical report: The fifth report of the 1972-73 Michigan Educational Assessment Program. Princeton, N.J.: ETS, March 1974. 82 pages. ED 104 967. MF \$0.83. HC \$4.67.

The 1972-73 Michigan Educational Assessment Program (MEAP) provided information on 22 measures of students and schools. While some of the data were gathered in routine Michigan Department of Education reports, student performance data were gathered using the Michigan Assessment of Basic Skills battery, Form VMT during January 1973. The battery consisted of four tests: Word Relationships, Reading, Mechanics of Written English, and Mathematics. For each of the four tests at each grade level, the raw score distribution was transformed into an equated standard score corresponding to 1969-70 assessment tests. While some of the reliability estimates of the brief subtests are not high enough for the assessment of individual students, the estimates for the four tests and the composite scores are sufficiently high for that purpose. None of the tests was unduly speeded. A majority of the fourth grade achievement tests were somewhat difficult for students at grade 4 and a majority of the seventh grade tests were of somewhat less than average difficulty for seventh graders. The tests contain items that possess acceptable to excellent ability to discriminate between high- and low-scoring students.

46. Fisher, Thomas H., et al. Objectives and procedures: The first report of the 1973-74 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, August 1973. 41 pages. ED 120 219. MF \$0.83. HC \$2.06.

This first report in the Michigan Educational Assessment Program (MEAP) 1973-74 series presents the objectives of the program and indicates in detail some specific procedural questions relevant to this year's assessment. A revolutionary change in this year's program is the switch from normative tests to objective-referenced tests in reading and mathematics. The present tests measure 23 performance objectives in reading and 35 performance objectives in mathematics at the fourth grade level. The seventh grade tests measure 23 reading and 45 mathematics objectives. Appendix A contains a list of the objectives which are measured by the tests. Procedural questions, primarily relating to program changes, deal with topics such as measures used in the program, word relationships tests, how tests will be administered and shipped, what students are to be tested, which results will be reported, the status of the student attitude test, and so forth. A list of selected program publications is appended.

47. Fisher, Thomas H., et al. School and district reports: Explanatory materials. The third report of the 1974-75 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, October 1974. 41 pages. ED 120 225. MF \$0.83. HC \$2.06.

This explanatory report was prepared to assist educators in the interpretation of the local district and school summary reports provided by the 1974-75 Michigan Educational Assessment Program. Information concerning the interpretation of student and classroom reports was provided in a separate report. The first section of this report describes the educational assessment measures used in the 1974-75 program. The second section contains aids for interpreting the information contained in the reports and includes facsimilies of the forms used to report assessment results to local school districts. The final section contains cautions that should be exercised in the interpretation of the school and school district reports. Appendix A contains a listing of the mathematics and reading performance objectives for grades four and seven assessed in the 1974-75 program; Appendix B contains the definitions of the educational assessment measures.

48. House, Ernest, et al. An assessment of the Michigan Accountability System. March 1974. 32 pages. ED 091 821. MF \$0.83. HC \$2.06.

Accountability currently is an important concept throughout education. Michigan has assumed leadership among the states in exploring and applying accountability procedures. The purpose of this report is to examine the quality and implications of that leadership. Specifically, the author's purpose is to assess the Michigan Accountability System with respect to the educational soundness and utility for Michigan and with particular emphasis on the assessment component. The report describes the system and offers recommendations for improvement.

49. Huyser, Robert J., et al. Educational assessment: The Michigan Plan. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. 20 pages. ED 109 232. MF \$0.83. HC \$1.67.

The Michigan Educational Assessment Program and its contribution to the improvement of education in the state are described in this report. The program provides local and state educational decision-makers with necessary information on human and financial resources and student attainment of sets of performance objectives thought to be necessary for students in the state. The educational assessment provides data useful in determining specific areas of academic need in the basic skills for individual students, classrooms, schools, and the entire state. The Michigan Educational Assessment Program is being improved and expanded to provide even better informational services to the state's educational system in the future. More complete testing of all learning areas will be done in future years and the program will be expanded to include grades one, four, seven, ten, and twelve. The ultimate goal of the Michigan Educational Assessment Program is to help assure that all Michigan pupils will attain in the basic skills.

50. Kearney, C. Philip, et al. In defense of Michigan's accountability program. Phi Delta Kappan, 1974, 56 (1), 14-19. EJ 103 199.

A response to criticism of Michigan's program by researchers House, Rivers, and Stufflebeam published in the June Phi Delta Kappan is cited. (See items 48 and 54 for related documents.)

51. Mehrens, William. Technical report: The fifth report of the 1973-74 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, 1975. 63 pages. ED 120 218. MF \$0.83. HC \$3.50.

The 1973-74 Michigan Educational Assessment Program (MEAP) provided information on twenty-two separate measures of interest to educators. The program provides for measures of (1) word relationships, (2) mathematics, (3) reading and (4) attitudes (optional). In contrast to past programs, the mathematics and reading instruments are objective-referenced. Each test contains items that measure a set of minimal performance objectives. Committees of Michigan educators assisted in the development and review of both the objectives and the items. Because of the representativeness of the content domain, the tests, in general, can be judged to have good content validity. However, there are individual cases of unclear objectives or test items which need to be improved. The reading and mathematics test in their entirety are reliable tests for group decision-making. However, for certain objectives, the measured reliability of the five associated test items is such that caution should be used before making decisions about an individual's attainment of a particular objective. A majority of the objectives were mastered by between 50 and 90 percent of the students. In general, students who scored higher on the word relationships test did better on the objective-referenced tests. Last, the attitude surveys utilized in the assessment program appear to be reliable measures of two separate factors.

52. Michigan State Department of Education. Activities and arrangements for the 1969-70 Michigan assessment of education. Lansing: Michigan State Department of Education, December 1969. Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971. 25 pages. ED 046 985. MF \$0.83. HC \$1.67.

Progress in the Michigan Statewide Assessment Program initiated during the 1969-70 school year for the purpose of evaluating certain performance levels of the Michigan Public School System is summarized. This report focuses on the assessment of Basic Skills performance in the fourth and seventh grades and describes the specific steps taken to accomplish this objective: selection of local and intermediate district coordinators responsible for test administration and collation of test data; creation of an ad hoc test specifications committee; creation of a technical advisory group that would provide alternative solutions to potential assessment problems; and creation of a citizens committee to articulate general educational goals of the system. Details on the test battery, its administration, the machinery for test data collection, and criteria for classification of school districts according to community type and geographic region are presented. An appendix listing Michigan School Districts by community type and region is included.

53. Michigan State Department of Education. Levels of educational performance and related factors in Michigan. Lansing: Michigan State Department of Education, 1970. Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971. 27 pages. ED 046 987. MF \$0.83. HC \$2.06.

In 1969-70 the Michigan Assessment Program gathered data from 320,000 students in approximately 4,000 schools in over 600 school districts across the state. The assessment battery included measures, at the fourth and seventh grade levels, of the following: socioeconomic status, attitude toward school, percentage of teachers with a master's degree, K-12 instructional expense per pupil, vocabulary (50 verbal analogy problems), and composite achievement (reading, English expression, and mathematics). For the purpose of educational profiles, the state was divided into four geographic regions: Upper Peninsula; Northern Michigan; Southern Michigan; and Wayne, Oakland, and Macomb Counties (Greater Detroit Metropolitan Region); and its communities classified as Metropolitan Core, City, Town, Urban Fringe, or Rural Community. The average score in each geographic region and for each community type within that region for each of the six variables listed above are displayed with reference to the statewide percentile distribution on the same variables. Noteworthy results in the state as a whole and in each region are highlighted. The report includes definitions of terms, explanations and cautions on its use, descriptions of the statistical procedures used, and a listing of the classification of all the school districts in the state.

54. Michigan State Department of Education. A staff response to the report: An assessment of the Michigan accountability system. Lansing: Michigan State Department of Education, May 1974. 40 pages. ED 111 838. MF \$0.83. HC \$2.06.

A response is made to a special report "An Assessment of the Michigan Accountability Program" prepared by a committee composed of Drs. Ernest House, Wendell Rivers, and Daniel Stufflebeam under contract with the Michigan Education Association (MEA) and the National Education Association (NEA). The three-men panel was to evaluate the educational soundness and utility for Michigan of the Michigan Accountability Model with a particular focus on the assessment component. Data for this investigation were gathered by reviewing publications of the Michigan Department of Education (MDE) and interviewing various educators, citizens, MDE staff members, and representatives of various organizations. To some extent, the study produced observations and judgments without inaccuracies or emotional exhortations. However, the report contained some inaccuracies, it was not totally unbiased, and it appeared to be based on somewhat unrigorous and hurriedly-gathered information. Problem areas included observations on goals and objectives, state level leadership, testing, teacher evaluation, and the compensatory education program.

55. Michigan State Department of Education. 1970-71 individual pupil report: Explanatory materials. Lansing: Michigan State Department of Education, April 1971. 33 pages. ED 053 217. MF \$0.83. HC \$2.06.

The two major purposes of this study are: (1) To provide local school officials with information regarding the performance on basic skills achievement of each student who took the 1970-71 Michigan Educational Assessment Battery, and (2) To provide local officials with information that will assist them in understanding and interpreting their students' scores. The first of the four major sections describes the content of

each sub-test (vocabulary, reading, mechanics of written English, and mathematics) in the educational assessment battery. The second describes cautions that must be exercised in the interpretation of individual pupil scores from the program. The third section explains how to interpret the materials that accompany this booklet, and the fourth defines statistical terms used in the educational assessment program and provides technical information regarding the educational assessment battery.

56. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Individual pupil report: Explanatory materials. The second report of the 1971-72 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, April 1972. 35 pages. ED 104 898. MF \$0.83. HC \$2.06.

This explanatory booklet and the materials that accompany it have two major purposes. The first purpose is to provide local school officials with information regarding the performance on basic skills achievement of each student who took the 1971-72 Michigan Educational Assessment Battery. The second purpose is to provide local officials with information that will assist them in understanding and interpreting their students' scores. This booklet has four major sections. The first section describes the content of each test--word relationships, reading, mechanics of written English, and mathematics--in the educational assessment battery. The second section describes cautions that must be exercised in the interpretation of individual pupil scores from the program. The third section explains how to interpret the materials that accompany this booklet. Explanations are provided for pupils' scores. The fourth section defines statistical terms used in the educational assessment program and provides technical information regarding the educational assessment battery.

57. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Individual pupil report: Explanatory materials. The second report of the 1972-73 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, March 1973. 37 pages. ED 104 897. MF \$0.83. HC \$2.06.

This explanatory booklet and the materials that accompany it have two major purposes. The first purpose is to provide local school officials information regarding the performance on basic skills achievement of each student who took the 1972-73 Michigan Educational Assessment Battery. The second purpose is to provide local officials with information that will assist them in understanding and interpreting their students' scores. This booklet has four major sections. The first section describes the content of each test--word relationships, reading, mechanics of written English, and mathematics--in the educational assessment battery. The second section describes cautions that must be exercised in the interpretation of individual pupil scores from the program. The third section describes the materials that accompany this booklet and explains the pupil scores that they contain. The fourth section defines statistical terms used in the educational assessment program and provides technical information about the educational assessment battery.

58. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Local district and school report: Explanatory materials. The third report of the 1972-73 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, April 1973. 54 pages. ED 104 900. MF \$0.83. HC \$3.50.

The purpose of this booklet is to assist the reader in understanding and utilizing the local district and local school reports provided by the Michigan Educational Assessment Program for the testing period January 1973. This document accompanies the data sheets and norm tables provided to each district and is intended to facilitate their use. This booklet has three sections: the first section states precautions which must be considered in using and interpreting the assessment data; the second section lists the assessment measures and introduces the computer printouts which contain the local district and school data; and the third section describes the norm tables that are provided with this report and explains how to construct and interpret district-level and school-level education profiles.

59. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Local district results. The fourth report of the 1972-73 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, 1973. 163 pages. ED 104 899. MF \$0.83. HC \$8.69.

This report presents the 1972-73 educational assessment results from each of the school districts in Michigan. Information on each of the district measures used in the 1972-73 Michigan Educational Assessment Program is presented in two ways. First, a figure is shown that represents the district's "score" on each measure. For example, the average years of teaching experience, the average instructional expense (in dollars) per pupil, and the average reading score of each district are shown. Then a percentile rank is shown for each measure except the basic skills achievement measures. This percentile rank indicates how each district fared in relation to other districts in the state. Secondly, information about each district's composite basic skills achievement is presented in a decile distribution which shows the percentage of each district's fourth and seventh grade pupils earning composite achievement scores in each tenth of a statewide ranking of pupil scores. These decile distributions show what percent of each district's pupils fell into each of ten general achievement levels. Statistical terms used in this report are defined in Appendix A; Appendix B contains definitions of the educational assessment measures; Appendix C contains the definitions of the community types used in this report; Appendix D contains a list of the county code numbers used as a part of the identifications of local school districts; and Appendix E contains alternative procedures for interpreting district achievement scores through the use of statewide pupil norms.

60. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Objectives and procedures: The first report of the 1974-75 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, August 1974. 68 pages. ED 120 220. MF \$0.83. HC \$3.50.

This first report in the 1974-75 Michigan Educational Assessment Program presents the objectives of the assessment program and indicates in detail some of the specific procedures to be used. The program provides achievement measures for grades one, four, and seven. The measures at all three grades are objective-referenced tests constructed through cooperative efforts of selected school districts, technical support contractors, and the Department of Education. For grade one assessment, introduced as a pilot project, there were 44 separate tests measuring 48 pre-primary performance objectives in the cognitive, affective, and psychomotor domains. The objectives tested are included as Appendix C. The fourth and seventh grade testing program measures student achievement of performance objectives in reading and math. The objectives are appended. Attitude and Word Relationships tests are optional in this year's program. A special feature of the 1974-75 program is the inclusion of experimental items in science and mathematics for grades four and seven. Procedural guidelines include such topics as testing dates, local district responsibility, materials shipment, students to be tested, reporting results, and so forth.

61. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Objectives and procedures: The first report of the 1975-76 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, July 1975. 68 pages. ED 120 221. MF \$0.83. HC \$3.50.

This report is written for local educators who are responsible for the administration of the Michigan Educational Assessment Program (MEAP) tests and for other people who are generally interested in the purposes and methodology of MEAP. The 1975-76 assessment will report 19 variables at the student, classroom, school or district levels, in the areas of (a) Human Resources, (b) District Financial Resources, (c) Percent Minority, (d) Dropout Rate, (e) Student Achievement, and (f) Size. The minimal performance objectives and MEAP tests were mainly developed by Michigan teachers and curriculum specialists. In addition to every-pupil testing of fourth and seventh graders in reading and mathematics, the 1975-76 program will continue the first grade pilot testing begun in 1974-75 in a selected sample of schools. The introduction of a volunteer grade 10 limited pilot project is the greatest change from previous years' assessment programs. This report also presents general information on the procedural aspects of the assessment program which will be found in greater detail in coordinator, administrator, and interpretive manuals which will accompany the MEAP testing materials and resultant data.

62. Michigan State Department of Education, Research, Evaluation, and Assessment Services. State summary of results: 1973-74 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services. 12 pages. ED 120 242. MF \$0.83. Hard copy not available from EDRS.

This fourth report in the 1973-74 series presents a compilation of the scores of Michigan's fourth and seventh grade students who participated in the educational assessment. Results of the objective-referenced test

data reveal that while none of the objectives was attained by all of the students, performance levels were quite high for some of the objectives. A table summarizes the test results in the form of a distribution chart. This chart shows the number and percentage of objectives attained within each of the ten intervals of pupils. Levels of attainment were generally higher in mathematics than in reading. Another table lists the objectives attained by more than 80 percent of the pupils while the next table lists the objectives attained by fewer than 20 percent of the pupils. The report of results for all grade four and seven objectives in both reading and mathematics is included. Guidelines for the data interpretation indicate some of the possible ways errors can be introduced into test results.

63. Michigan State Department of Education, Research, Evaluation, and Assessment Services. State summary of results: 1974-75 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, March 1975. 16 pages. ED 117 173. MF \$0.83. HC \$1.67.

The State Summary of Results presents a compilation of the scores of Michigan's fourth and seventh grade students who participated in the educational assessment along with discussion of the possible meaning and significance of the results. It also attempts to respond to the controversy which has surrounded the assessment program since its inception in 1970 by delineating its purpose which is the provision of information for decision-making at the state, local, and individual student levels. Because these data are derived from students taking objective-referenced tests, they reflect student attainment of a specific set of learner performance objectives which were developed by Michigan educators in an attempt to articulate the skills which students should achieve in school. The tests used to measure attainment of the objectives were developed through a cooperative effort between the Michigan Department of Education and local district educators.

64. Michigan State Department of Education, Research, Evaluation, and Assessment Services. Understanding and utilizing the data of the 1975-76 Michigan Educational Assessment Program. The second report of the 1975-76 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, July 1975. 41 pages. ED 120 227. MF \$0.83. HC \$2.06.

This report, the second in the 1975-76 series, is directed toward the local school district staff whose responsibility it is to read, interpret, and use the data generated by the Michigan Educational Assessment Program. This report combines in one booklet information that in previous years was contained in two booklets: the Individual Pupil Report: Explanatory Materials, and the School and District Report: Explanatory Materials. This booklet will be of particular value to the school principal and teachers. The 1975-76 Michigan Educational Assessment Program included objective-referenced tests in reading and mathematics at the fourth and seventh grades, a statewide pilot at the first grade, and a developmental pilot effort at the tenth grade with several volunteer schools. This report is devoted to an interpretation of the fourth and seventh grade data. In this report, the reader will find a discussion of the assessment measures,

a detailed explanation of how to read each of the data reports generated by the program, and a set of suggested procedures for utilizing the test results. Some of this information can also be found on the principal's and teacher's test results folder provided to each participating school principal and teacher.

65. Porter, John W. The virtues of a state assessment program. Phi Delta Kappan, 1976, 57 (10), 667-668. EJ 139 346.

Michigan's superintendent of public instruction is convinced that a state testing program can provide the kind of information educators need to improve instructional planning.

66. Roeber, Edward D., & Huyser, Robert J. Michigan Educational Assessment Program: Grade 10 limited pilot project. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, 1975. 12 pages. ED 111 832. MF \$0.83. HC \$1.67.

The purpose of the tenth grade limited pilot project of the 1975-76 Michigan Educational Assessment Program is to perfect instruments, testing, and reporting procedures for a future statewide assessment at the tenth grade level. The development of assessment materials for the grade ten assessment program began with the selection of performance objectives to be measured; the 25 reading performance objectives from the Communication Skills booklet were selected for use in item writing, and the Mathematics objectives were drawn up by representatives of the Michigan Council of Teachers of Mathematics. Four districts provided teachers and specialists to write test items. A pretest was given from the tryout items and the final form of the test will depend on the pretest results. It will then be administered to tenth graders in volunteer schools. A list of performance objective test items is attached.

67. Roeber, Edward D., et al. Individual student and classroom reports: Explanatory materials. The second report of the 1974-75 Michigan Educational Assessment Program. Lansing: Michigan State Department of Education, Research, Evaluation, and Assessment Services, October 1974. 36 pages. ED 120 226. MF \$0.83. HC \$2.06.

In the 1973-74 Michigan Educational Assessment Program (MEAP), new objective-referenced tests measuring some of the state-level minimal mathematics and reading performance were introduced. These tests and the reports of results provided classroom teachers with extensive information about the performance objectives. Tests similar to those used in the 1973-74 program were included in the 1974-75 program. This manual was prepared to help local educators interpret the information provided for individual students and for classroom groups. This booklet has four sections. Section one describes the tests used in the 1974-75 educational assessment program. The second section describes and illustrates the various report forms used to provide individual student and classroom data. The third section includes aids in interpreting the information contained in the reports. A list of cautions that should be exercised in the interpretation of these results is in the final section. The mathematics and reading performance objectives contained in the educational assessment program at grades 4 and 7 are given in the appendix.

MINNESOTA--ASSESSMENT PROGRAM

68. Adams, John W., & Johnson, Randall E. Minnesota Educational Assessment: Pilot phase results. Summary report. St. Paul: Minnesota State Department of Education, Division of Planning and Development, February 1973. 20 pages. FD 089 464. MF \$0.83. HC \$1.67.

The main document, of which this report is a summary, covers the assessment activities of the Minnesota Department of Education from June 1971 through December 1972. This summary report contains a chapter-by-chapter overview of the full report, with a concentration on the conclusions and recommendations drawn from the reading, mathematics, and attitude findings of the study.

69. Pyecha, John N. Minnesota Educational Assessment: A comprehensive planning study. Durham, N.C.: Research Triangle Institute, Center for Educational Research and Evaluation, January 1973. 108 pages. ED 084 657. MF \$0.83. HC \$6.01.

The proposed program represents a vehicle whereby Minnesota can conduct a comprehensive assessment of the state's educational progress. It can provide a means of periodically monitoring achievement in the cognitive, affective, and psychomotor domains. The program is modeled after the National Assessment of Educational Progress (NAEP), an ongoing educational project designed to give educators and the lay public a better look at those knowledges and skills that American youth have acquired. NAEP provides for a systematic, continuous, census-like survey of knowledges, skills, understandings, and attitudes as exhibited by students and young adults in four age levels and across ten different subject areas. By following the NAEP model, Minnesota can hopefully reduce the Minnesota student assessment results to NAEP results for students in the nation as a whole, as well as for those in the Central Region; and take advantage of exercise administration, data collection, sampling design, and data analysis methodologies developed by NAEP.

70. Ruud, Orville. Bloomington mathematics assessment - A report to citizens, staff and school board. St. Paul: Minnesota State Department of Education, November 1975. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1976. 129 pages. ED 124 412. MF \$0.83. HC \$7.35.

In conjunction with the Minnesota Office of Statewide Educational Assessment, the Bloomington Public Schools conducted an assessment of progress within the district. This report, prepared for dissemination to the school board, school staff and interested citizens, summarizes the results of the local assessment. Data concerning the achievement of 9-, 13-, and 17-year old students is included. Achievement of Bloomington students is compared with that reported for the entire state, the U.S., and for similar suburban communities both within the state and across the country. The interaction of achievement with student characteristics is also examined. Data collected were compared with a criterion determined by teachers' assessment of the importance of objectives (items). Using this criterion, a committee of teachers judged the assessment results as indicative of strength, potential strength, acceptability, potential need or need. Clusters of objectives, items of special interest, and detailed data are included in the volume.

MINNESOTA--TESTING PROGRAM

71. Perry, Dallis K. The Minnesota College Statewide Testing Program--1970: Its current values and future development. St. Paul: Minnesota Univer., Student Counseling Bureau, October 1970. A report to the Minnesota Committee on High School-College Relations, October 1970. 36 pages. ED 047 000. MF \$0.83. HC \$2.06.

The evaluation of the Minnesota College Statewide Testing Program was based on analysis of the validities of statewide and national tests for predicting freshman grades in Minnesota colleges, on interviews with directors of admission and deans of students in Minnesota colleges, and on discussions with regional gatherings of Minnesota high school counselors. It was found that the testing program continues to offer valid scholastic aptitude measures which are used and valued by state colleges for recruiting, admission, and pre-application counseling; by high school counselors for guidance of students regarding choice of post-secondary education; and by other agencies for research and policy planning. The unique aspects of the program are its early availability and its inclusion of nearly all high school juniors. It was concluded that the values of the "every-student" statewide program justify its continuation, but that if it is to remain worthwhile, it must be strengthened in ways that will increase its relevance to student decisions and decrease its duplication of other programs. Specific recommendations for the achievement of this goal are presented. Statistical data on the test validities and correlations and interview summaries are included.

MISSOURI

72. Missouri State Department of Elementary and Secondary Education, Division of Instruction. Migrant child education in Missouri, 1975. State annual evaluation report for migrant programs, Title I, ESEA for fiscal year 1975. Jefferson City: Missouri State Department of Elementary and Secondary Education, Division of Instruction, November 1975. 76 pages. ED 125 797. MF \$0.83. HC \$4.67.

The 1974-75 program aimed to: raise or maintain the rate of gain in computational and communicational skills of each student in the tutorial program; improve the computational and communicational skills of each student in the "Career Development" program; increase each "Career Development" student's awareness of, specific knowledge of, and general requirements for selected occupational groups; provide health services as needed; make parents aware of social services available; improve the relationship between parents and the school; and increase the tutor's and supportive staff's knowledge of the program and its administration, and of new and improved instructional methods appropriate for migrant children. A total of 2,915 migrant students participated in the program. An evaluation covering the period from July 1974 through June 1975 and the 1975 summer program was based on data obtained from the Migrant Center Staff, records, reports, test results, and on-site interviews. The Wide Range Achievement Test measured student gains in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a scale

of Student Attitudes. This report includes information on: children served, exemplary programs, inservice training, special and supportive services, resource center library, program effectiveness and integration, dissemination, and the summer school program.

73. Missouri State Department of Elementary and Secondary Education, Division of Instruction. Migrant education in Missouri, 1971. State annual evaluation report for migrant programs, Title I, ESEA for fiscal year 1971. Jefferson City: Missouri State Department of Elementary and Secondary Education, Division of Instruction, November 1971. 145 pages. ED 125 793. MF \$0.83. HC \$7.35:

Objectives of the Missouri migrant program were to: raise the educational level of migrant children; acquire a complete set of educational and health records for each child; screen and refer those children needing health services to the appropriate personnel; instill within parents and children the desire and need for a secondary education; and provide specialists to assist the parents, teachers, and children as the need arises. During fiscal year 1971, 3,408 students, ranging from 5 to 18 years, participated in the program. Since the majority of these attended schools located in Southeast Missouri, only 1,257 were included in the program's evaluation. Evaluation data were obtained at the beginning, during, and at the end of the 1970-71 academic year or during the summer school term through visits and interviews conducted in various school districts and from records, reports, and test results which were used to substantiate the on-the-spot visits. This report includes information on the: children participating; innovative projects; pressing educational needs; objective and subjective measurements; general program effectiveness; personnel; interrelationship with the regular Elementary and Secondary Education Act Title I program and with other programs; community involvement; nonpublic school participation; and major problem areas.

74. Missouri State Department of Elementary and Secondary Education, Division of Instruction. Migrant education in Missouri, 1972. State annual evaluation report for migrant programs, Title I, ESEA for fiscal year 1972. Jefferson City: Missouri State Department of Elementary and Secondary Education, Division of Instruction, November 1972. 188 pages. ED 125 794. MF \$0.83. HC \$10.03.

Missouri's migrant program aimed to: raise the migrant children's educational level to that of other children in their age group; acquire a complete set of educational and health records for each child; screen and refer those children needing health services to the appropriate personnel; instill within parents and children the desire and need for a secondary education; and provide specialists to assist teachers, parents, and children as the need arises. During fiscal year 1972, 4,434 children, ranging from 1 to 17 years, were enrolled in the program. The majority of these attended schools located in the southeast section of the state. Evaluation data were obtained at the beginning, during, and at the end of the 1971-72 academic year or during the summer school term through visits and interviews and from records, reports, and test results which were used to substantiate the on-the-spot visits. This report includes information on: the children, innovative projects, most pressing

educational needs, objective and subjective measurements, general program effectiveness, personnel and personnel training, interrelationship with the regular Elementary and Secondary Education Act Title I programs, community involvement, nonpublic school participation, and major problem areas.

75. Missouri State Department of Elementary and Secondary Education, Division of Instruction. Migrant education in Missouri, 1973. State annual evaluation report for migrant programs, Title I, ESEA for fiscal year 1973. Jefferson City: Missouri State Department of Elementary and Secondary Education, Division of Instruction, October 1973. 82 pages. ED 125 795. MF \$0.83. HC \$4.67.

Program objectives were to: identify migrant children in the state; provide a complete educational and health record for each child; through the national data bank; raise or maintain the students' educational level; screen migrant children for health problems and arrange for treatment as needed; increase parental involvement and understanding of their child's educational experience; and expand the number of schools using the career development program. During the 1973 fiscal year, 2,567 migrant students were enrolled in the program. An evaluation team evaluated the program from July 1972 through June 1973 and the 1973 summer program. Data were obtained from the staff, records, reports, test results, and on-site interviews with administrators, tutors, and students. Using the Wide Range Achievement Test, pre- and posttests were given to evaluate results in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a scale of Student Attitudes. Findings showed the program was meeting its objectives. This report includes information on: the children served, exemplary programs, staff utilization, inservice training, special and supportive services, resource center library, program effectiveness and integration, relationship with the regular Title I program and with other programs, community involvement, nonpublic school participation, dissemination, and summer school program.

76. Missouri State Department of Elementary and Secondary Education, Division of Instruction. Migrant education in Missouri, 1974. State annual evaluation for migrant programs, Title I, ESEA for fiscal year 1974. Jefferson City: Missouri State Department of Elementary and Secondary Education, Division of Instruction, November 1974. 89 pages. ED 125 796. MF \$0.83. HC \$4.67.

During fiscal year 1974, the program aimed to: identify migrant children in the state, provide a complete educational and health record for each child identified, raise or maintain the student's educational level, screen the children for health problems and arrange for health services as needed, increase parental involvement, expand the Career Development Program, improve the quality of the Migrant Center's staff members, and research existing Career Development programs for their contribution to migrant education. A total of 2,304 students participated in the program. Evaluation data were obtained from the Migrant Center staff, records, reports, test results, and on-site interviews with administrators, tutors, and students. The Wide Range Achievement Test was used to evaluate student

achievement in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a scale of Student Attitudes. Findings showed that the program was meeting all except the last objective. This report includes data on the: children served, exemplary programs, inservice training, special and supportive services, resource center library, program effectiveness and integration, relationship with the regular Title I program and with other programs, community involvement, nonpublic school participation, dissemination, and summer school program.

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#### NEW HAMPSHIRE

77. Durost, Walter N. A description and evaluation of the Statewide Testing Program in New Hampshire in 1968-69 and 1969-70 under the sponsorship of Title I and the significance of the data obtained for evaluation with this activity. Concord: New Hampshire State Department of Education, March 1971. 84 pages. ED 106 327. MF \$0.83. Hard copy not available from EDRS.

The New Hampshire statewide testing program was implemented to provide a data base for the evaluation of the effectiveness of Title I projects as required by federal law. To accomplish this objective, achievement and intelligence tests were administered to children in Title I projects and regular programs in four elementary grades--2, 4, 6 and 8. Thus the performance of children in both programs could be analyzed and compared. The information collected during the 1968-69 program was used as a basis for modifying and improving the 1969-70 program. Test results, statewide analysis and interpretation of the data are presented.

#### NEW JERSEY

78. Pinkowski, Francis, et al. Evaluation in New Jersey education: A survey of present practices and recommendations for future action. Trenton: New Jersey State Department of Education, Division of Research, Planning, and Evaluation, June 1970. 58 pages. ED 077 950. MF \$0.83. HC \$3.50.

Current evaluation activities in the New Jersey school system are surveyed, and recommendations for future evaluation efforts are made. The current activities and future developments of school (or school district), statewide, and project (or program) evaluation are discussed individually. The following program objectives are suggested: to raise the number of trained education evaluators, to strengthen evaluation capability at each administrative level, to install satisfactory evaluation instruments, to administer instruments which evaluate pupil performance in relation to local and state goals, to expand district evaluation so that all schools are evaluated on a cyclical basis, to evaluate school districts for Bateman incentive aid qualification, to expand evaluation so that all projects financed through the department are evaluated on a cyclical basis; and to increase expenditures for evaluation activities. Strengths and weaknesses of several program alternatives are discussed. Recommendations for short-range action are made concerning school district, statewide, and project evaluation, and

recommendations for long-range action are made concerning needs assessment, management information system, cost analysis, instruction, and department task analysis. Additional questions for consideration are listed. An analysis of costs and an overview of an ETS survey of state testing programs are presented in appendices.

#### NEW MEXICO

79. Educational Evaluation Associates. Development and analysis of 18 experimental objectives-based measures administered in 1972. Los Angeles: Educational Evaluation Associates, September 1972. 20 pages. ED 079 397. MF \$0.83. HC \$1.67.

The development, field testing, and analysis of one component of New Mexico's statewide evaluation system, a set of 18 objectives-based tests administered to high school seniors in 56 districts, are summarized. The focus of this component is on providing: (1) information to school districts about the performance of their seniors on certain educational objectives, and (2) a data base to the New Mexico State Department of Education for the purposes of accrediting schools and evaluating state educational programs. Efforts to date are considered successful in view of the following findings: (1) a comprehensive catalogue of objectives has been developed and is ready for final field testing; (2) school personnel, students and community representatives were involved in selecting objectives with which each district is most concerned; (3) good tests were constructed to assess student performance on those objectives; (4) efficient procedures were used in administering these measures in 56 districts to a large, representative sample of seniors; (5) results of the testing indicated how the prototype measures should be modified for subsequent use; and (6) procedures were developed for reporting test results in terms of whether students are performing below, at, or above expected levels.

80. New Mexico State Department of Education. Evaluation and assessment unit. 1972-73 Annual report. Santa Fe: New Mexico State Department of Education, 1973. 18 pages. ED 079 422. MF \$0.83. HC \$1.67.

The following topics of the annual report of the evaluation and assessment unit of the New Mexico State Department of Education are discussed: (1) standardized/norm-referenced testing program, (2) objective-based testing program, (3) assistance to the mutual action plan, (4) technical assistance and consultative services to SDE staff and operational units, (5) state evaluation advisory committee, (6) opinion survey, (7) budget, (8) information dissemination, (9) future planning, and (10) projected activities.

#### NEW YORK--ASSESSMENT PROGRAM

81. Stelzer, Leigh, & Banthin, Joanna. A study of post-secondary education needs in northeastern New York State: Secondary analysis. Albany: State Univ. of New York, College of General Studies, December 1975. 93 pages. ED 121 951. MF \$0.83. Hard copy not available.

The primary goal of the postsecondary needs assessment in Northeastern New York State was to provide adult education planners with information for program planning and evaluation. Questionnaire respondents included 1,055 individuals from four subregions: Albany Center, Outer Albany, Plattsburg, and Utica-Rome. Data analysis is focused on: (1) overall interest/potential market, (2) knowledge factor, (3) motivation factor, (4) background characteristics of interested individuals, (5) approach-avoidance model (approach), and (6) approach-avoidance model (avoidance). A high interest in continuing education was reflected by the respondents, as 51% indicated wanting to take a course at some point in their life and 34% being presently interested in taking a course. Courses leading to occupational skills were of the most interest to prospective students. Past and prospective students tended to include above average proportions of women, the employed, those with higher incomes, the better-educated, and middle-aged persons. The main reason stated for nonparticipation was a lack of time. One-fourth of the respondents indicated no immediate or future interest in continuing education. Depending on the subregion, 27-49% of the respondents have never been on any Northeast Region campus. A copy of the questionnaire is appended.

#### NEW YORK--TESTING PROGRAM

82. New York State Education Department, Bureau of Higher and Professional Educational Testing. New York State High School Equivalency Testing Program: General information and testing schedule, September 1, 1969-August 31, 1970. Albany: New York State Education Department, Bureau of Higher and Professional Educational Testing, 1970. 31 pages. ED 039 455. MF \$0.83. HC \$2.06.

The New York State High School Equivalency Testing Program is for adult residents of the state who have not completed their high school education in the regular manner. An adult who obtains satisfactory scores on the High School Level tests of General Educational Development (GED) Tests is eligible to receive a New York State high school equivalency diploma. This diploma is the legal equivalent of one issued by a local high school and meets the minimum requirements for entrance into some colleges in New York State. However, since admission requirements vary for individual colleges, applicants should consult admissions officers concerning specific admission requirements. This program in no way replaces the regularly established procedures in the granting of local high school or Regents high school diplomas. GED tests and scores are restricted to the High School Equivalency Testing Program. Local school authorities may not issue diplomas or grant credits on GED scores. (The document includes amendments effective April 1970, official testing centers and schedules, and the application form.)

#### NORTH CAROLINA

83. North Carolina State Department of Public Instruction, Division of Research. Language arts, grade 3; State Assessment of Educational Progress in North Carolina, 1973-74. Raleigh: North Carolina State Department of Public Instruction, Division of Research, November 1974. 132 pages. ED 105 485. MF \$0.83. HC \$7.35.

One of a series dealing with reading, mathematics, language arts, social studies, science, cultural arts, health, and physical education, this report on language arts is designed to help North Carolina teachers in planning instructional programs for public school students and to inform the general public of students' educational needs and attainments. This assessment contains results and analyses of tests administered to 2500 randomly selected third-grade students in North Carolina. The students' skills in language arts were assessed by a norm-referenced test (Iowa Test of Basic Skills) and an objective-based test (developed at the state level). Discussion of the nature of each of these tests and their interpretations as well as comparisons of achievement levels between North Carolina third graders and students throughout the United States are included. Numerous tables and graphs illustrate points made in the text.

84. North Carolina State Department of Public Interest, Division of Research. Mathematics, grade 3. State Assessment of Educational Progress in North Carolina, 1973-74. Raleigh: North Carolina State Department of Public Instruction, Division of Research, November 1974. 102 pages. ED 108 974. MF \$0.83. HC \$6.01.

This report is one of eight concerning third-grade students to be issued in connection with the North Carolina statewide assessment project. The assessment of mathematics achievement is based on a sample of 5,000 third-grade students, 2,500 using the Iowa Tests of Basic Skills (ITBS), and 2,500 using state developed objective-based tests (SCORE). Data were analyzed statewide and on the basis of several socioeconomic factors. On the average North Carolina third-grade students scored several months below the national average on the ITBS. The areas in which these students tended to score below the national average were the U. S. monetary system, modern mathematics concepts, complex computational problems, and fractions. Students did perform adequately on SCORE. Appendices to this report provide tables describing the relationships of ITBS scores with socioeconomic variables, analysis of scores as a function of subtests, teacher ratings of SCORE objectives, and several analyses for SCORE items.

85. North Carolina State Department of Public Instruction, Division of Research. Reading, grade 3: State Assessment of Educational Progress in North Carolina, 1973-74. Raleigh: North Carolina State Department of Public Instruction, Division of Research, November 1974. 78 pages. MF \$0.83. HC \$4.67.

One of a series deal with reading, mathematics, language arts, social studies, science, cultural arts, health, and physical education, this report on reading is designed to help North Carolina teachers in planning instructional programs for public school students and to inform the general public of students' educational needs and attainments. This assessment contains results and analyses of tests administered to 2500 randomly selected third-grade students in North Carolina. The students' skills in reading were assessed by a norm-referenced tests (Iowa Test of Basic Skills) and an objective-based test (developed at the state level). Discussions of the nature of each of these tests and thir interpretations as well as comparisons of achievement levels between North Carolina third graders and students throughout the United States are included. Numerous tables and graphs illustrate points made in the text.

86. North Carolina State Department of Public Instruction, Division of Research. Social studies, grade 3. State Assessment of Educational Programs in North Carolina, 1973-74. Raleigh: North Carolina State Department of Public Instruction, Division of Research, February 1975. 105 pages. ED 108 988. MF \$0.83. HC \$6.01.

This state assessment at the third-grade level is the first stage of a proposed three-year evaluation cycle of third, sixth, and ninth grades in North Carolina to aid personnel in making accurate decisions regarding improvement in the social studies curriculum. Students were randomly selected to represent the third-grade population in the state and the three geographical regions: Coastal Plains, Piedmont, and Mountains.

An experimental objective-referenced social studies instrument was administered to measure students for mastery of selected social studies learning tasks. In addition, a randomly selected subsample of 450 of these students took a test consisting of two questions, administered orally and requiring oral responses. To assess mastery, eight objectives, drawn from the Division of Social Studies document "Social Studies Curriculum Guide for North Carolina," included the following: Information Processing, Physical Environment, Cultural Environment, Cultural Universals, Economic System, Political System, International Relations, and Acting for the General Interest. Results showed that North Carolina's third grade students scored satisfactorily or better on approximately two-thirds of the social studies objectives measured and that regional differences were slight.

87. North Carolina State Department of Public Instruction, Division of Research. State Assessment of Educational Progress in North Carolina, 1973-74, cultural arts, grade 3. Raleigh: North Carolina State Department of Public Instruction, Division of Research, December 1974. 124 pages. ED 120 211. MF \$0.83. HC \$6.01.

A representative sample of about 2,5000 third-graders took the Cultural Arts Test, a perception survey which was part of the 1973-74 State Assessment of Educational Progress in North Carolina. The test dealt with students' perceptions of their own competence, interests, preferences, and happiness in the cultural arts; of their teachers' and principals' cultural arts interests; of in-school and out-of-school arts activities; of exposure to artists and objects; and of the general areas of self, parents, peers, teachers, and school. Questions were asked related to four specific cultural arts areas: visual arts, music, dance, and speech/drama/poetry. Throughout the test, the visual arts received more positive responses than any of the other three areas. These positive rankings might be considered typical: (1) visual arts, (2) speech/drama/poetry, (3) music, and (4) dance. Results are presented by race and sex, region, family income level, and parental educational level. There were differences among students with varying backgrounds, but these differences were not consistent across all the sets of items and across all four cultural arts areas. The Cultural Arts Test is appended.

88. North Carolina State Department of Public Instruction, Division of Research. State Assessment of Educational Progress in North Carolina, 1973-74, health and physical education, grade 3. Raleigh: North Carolina State Department of Public Instruction, Division of Research, December 1974. 78 pages. ED 120 212. MF \$0.83. HC \$4.67.

In the 1973-74 North Carolina State Assessment approximately 2,500 third-graders took a health test and a physical education test. The students were randomly selected to represent the third-grade population in the state as a whole and the three geographic regions: Mountains, Piedmont, and Coastal Plains. Both sexes were about evenly represented. About 70 percent were white and 30 percent nonwhite, reflecting the overall racial composition of the state. The health test covered a variety of major health areas such as food and nutrition, dental care, first aid, safety, personal care, growth and development, mental health, and environmental health. Motor performance was measured by the physical education test. Softballs and balance beams replaced papers and pencils as third graders participated in a variety of physical activities: shuttle run, wall rebound, standing broad jump, balance walk, and throw for distance. No conclusions are drawn about the health test performance because of its experimental nature and the absence of solid criteria for judging good performance. Results of the physical education test are presented by state, region, race, sex, family income level, and parental education level. Again, no conclusions were drawn due to the lack of standards of acceptable motor performance. The two tests are appended.

89. North Carolina State Department of Public Instruction, Division of Research. A survey of teachers and principals: Grade 3. State Assessment of Educational Progress in North Carolina, 1973-74. Raleigh: North Carolina State Department of Public Instruction, Division of Research, 1975. 111 pages. ED 106 294. MF \$0.83. HC 6.01.

This report focuses on results from teacher and principal questionnaires administered in each of the schools included in the 1974 third-grade state assessment program. According to the introduction, the program began a three-year cycle of assessment in grades 3, 6, and 9 and was designed to collect a broad base of information on educational needs from students, teachers, and principals. The report is divided into two sections: (a) the primary and elementary teachers' questionnaire, and (b) the primary and elementary principals' report. Each section includes a summary of highlights and a detailed presentation of results. Conclusions drawn from the study indicate that (a) elementary teacher attitudes are good; (b) teachers consistently report good performance from principals; (c) teachers desire help with special education problems; (d) more practical inservice programs are needed; (e) additional funds for supplies and materials should be allocated; and (f) there is a need for support personnel. Appendixes include the following: (a) a sample teacher questionnaire; (b) a sample school information questionnaire; (c) summary response data elicited from the questionnaires and (d) assumptions and calculations regarding spending on teacher benefits, new personnel, and institutional materials.

#### OHIO

90. Scheid, Karen Filoso. Ohio's Statewide Needs Assessment. Columbus: Ohio State Department of Education, 1974. 21 pages. ED 109 217. MF \$0.83. HC \$1.67.

Ohio's Statewide Needs Assessment is designed to provide baseline data about students' learning in cognitive areas. Over several years, students at various grade levels will be assessed. The areas to be assessed, as well as the grades of the students to be assessed, will be considered and advised upon by the ESEA Title III State Advisory Council. The council recommended that for the first year of assessment, only reading be assessed at grade twelve. The reading assessment instrument to be used in this first year contains items that assess those objectives thought by reading specialists in the Ohio Department of Education to be the most important. It will be administered to only a sample of Ohio twelfth graders by school personnel. Confidence intervals for each item on the instrument will be calculated in order to predict student performance. After the data from the assessment have been analyzed, reports presenting and explaining the results will be given. Regional meetings may be held throughout the state to provide further explanation of assessment results, while interpretations and implications of Title III are discussed.

### OREGON

91. Hall, Mary. Dissemination and utilization of assessment results in Oregon. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C., April 1975. 16 pages. ED 110 518. MF \$0.83. HC \$1.67.

Improved dissemination and utilization of results from statewide assessment of student performance is critically needed. Prior research shows that less than one third of all states can provide evidence of using such data to make significant classes of decisions most frequently cited as a justification for the initiation of such programs. Yet the annual budgets for assessment programs continue to escalate. The evidence suggests that while statewide assessment programs are frequently initiated as part of accountability movements, they are seldom accountable themselves. In an attempt to deal with this problem, the Oregon assessment program has initiated a variety of innovative steps designed to insure effective dissemination and maximum utilization of annual testing results. Some of these efforts include: extensive interviewing and research to establish a clear purpose for the program; identification of major policy questions to be impacted by assessment results; prior research to determine the most effective dissemination modes for selected decision-making audiences; widespread use of professional and lay advisory committees in the design, conducting, interpretation, and reporting of data; simultaneous release of results, interpretations, and recommendations for actions to specific audiences; initiation of a state management system to systematically utilize assessment findings in specific decisions; continuing evaluation of all dissemination and utilization strategies; and followup contacts with key decision-makers to assure utilization.

PENNSYLVANIA

92. Brehman, George E., Jr. Attitude toward school learning: The development of a seventh grade level instrument for measurement of Goal IV of the Pennsylvania Educational Quality Assessment program. Harrisburg: Pennsylvania State Department of Education, April 1972. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1972. 21 pages. ED 062 391. MF \$0.83. HC \$1.67.

The objectives of this study were twofold: first, to develop an improved version of the instruments used to measure Goal IV (Attitude Toward School and School Learning) at the fifth and eleventh grade levels in the public schools of Pennsylvania under a program of "Educational Quality Assessment" mandated by the legislature. Secondly, it was the object of this study to develop items that would measure attitudes toward learning that are independent of school context.

93. Burson, William W. Educational Quality Assessment - Manual for interpreting intermediate school reports: Grade 7. Harrisburg: Pennsylvania State Department of Education, Bureau of Educational Quality Assessment, September 1973. 119 pages. ED 087 788. MF \$0.83. HC \$6.01.

This manual is designed to aid the school administrator and staff in the interpretation of Pennsylvania's Educational Quality Assessment Report for Grade Seven. General background information is presented on the ten goals of quality education which include: self esteem; understanding others; basic verbal and math skills, health habits; interest in school; citizenship; creativity; vocational attitude and knowledge; appreciation of human accomplishments; and preparing for a changing world. Also presented are brief descriptors of the development field testing, the normative group and the actual administrative procedures. The use and importance of input variables is described and illustrated in several norm charts. How expected scores are calculated is explained. A replica of a school quality report for a hypothetical seventh grade with important points noted composes the bulk of the manual. The appendix includes: school information form; teacher questionnaire and graph of normal curve with z-scores and percentile equivalents.

94. Burson, William W. Manual for interpreting intermediate school reports, grade 9. Harrisburg: Pennsylvania State Department of Education, Bureau of Educational Quality Assessment, September 1973. 106 pages. ED 087 787. MF \$0.83. HC \$6.01.

This manual is designed to aid the school administrator and staff in the interpretation of Pennsylvania's Educational Quality Assessment Report for Grade Nine. General background information is presented on the ten goals of quality education which were assessed. These goals include: self esteem understanding others; basic verbal and math skills; health habits; interest in school; citizenship; creativity; vocational attitude and knowledge; appreciation of human accomplishments; and preparing for a changing world. Also presented are brief descriptions of the programs's development, field testing, establishment of normative standards, and actual

administrative procedures. The use and importance of input variables is described and illustrated in several norm charts. How expected scores are calculated is explained. A replica of a school quality report for a hypothetical ninth grade with important points noted composes a major part of the manual. The appendix includes: school information form; teacher questionnaire and graph of normal curve with Z scores and percentile equivalents.

95. Coldiron, J. Robert. An investigation of the utilization of requested assessment information in Pennsylvania school districts. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 31 pages. ED 093 943. MF \$0.83. HC \$2.06.

The use of assessment information by school administrators involved in a statewide assessment program was investigated. Data from 93 superintendents were analyzed to determine the relationships between information usage and perceptions of assessment information relevance, problem identification, and origin of superintendent. Local dissemination of assessment results was also examined. Information usage was predicted by superintendent, school, and assessment data variables. Results indicated that perceived relevance of information was related to information usage, but problem identification and origin of superintendent was not, nor was dissemination related to favorableness of results.

96. Coldiron, J. Robert, & Skiffington, Eugene W. Condition variables in relation to measured student performance: The use of indicators in Pennsylvania. Denver: Colorado State Department of Education, Cooperative Accountability Project, November 1975. 89 pages. ED 120 215. MF \$0.83. HC \$4.67. Also available from the State Educational Accountability Repository (SEAR), Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wis. 53702. Free.

In order to accurately assess quality education, it is essential to obtain objective information about student performance in a given school. Before this can be done, it is necessary to determine exactly what factors are related to student performance. Quality education implies goals, methods of reaching them, and criteria to judge progress in reaching them. An indicator is the measurement of a criterion of progress. In order to discuss indicators logically, Section I discusses their classifications. Indicators are seen as measures of input to the educational process, or as measures of the products (output) of the educational process, and some are seen as both input and output; that is, they are interactive. After a review of the literature, Section III describes briefly the Pennsylvania assessment program, student performance measures, indicators used in the Pennsylvania program, and procedures employed in the analysis and relationships observed among indicators. Although most of the observed relationships are based on the assessment of fifth and eleventh graders conducted between 1969 and 1973, additional findings on more recent assessment are also reviewed. In the final section, some citizen suggestions of indicators are translated from narrative statements to numerical codes. Such coding should give citizens a way to compare their school to another school or to some established standard.

97. Guerriero, Carl A. Interest in school and learning. A guide to the analysis and interpretation of EQA scores and related intervention techniques. Guide to strategies for improvement, goal 4. First edition. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1974. 65 pages. ED 114 968. MF \$0.83. HC \$3.50.

This document is designed to assist school district personnel in the identification of intervention strategies that have a good probability of increasing the district's mean score on the Goal IV Educational Quality Assessment (EQA) instrument. Appropriate educational research has been reviewed and distilled into seven propositions that are applicable to the real world of basic education. In addition to these propositions, intervention techniques that may affect Goal IV (student interest in school and learning) are described. The interventions, in most cases, are widely discussed in the literature and are being used in school districts throughout the nation. An appendix contains bibliographies related to these strategies, which include continuous progress plans, team teaching, open education, learning stations, student contracting, individualized instruction, simulation and gaming, programmed instruction, and peer tutoring. The final section considers related innovative programs resulting from Elementary and Secondary Education Act Title III and describes a publication that can help identify school districts using these programs. Deciding which of the propositions and which of the intervention techniques are appropriate is left to the school district staff.

98. Hojak, Joseph L. Appreciating human accomplishments. A guide to the analysis and interpretation of EQA scores and related intervention techniques. Guide to strategies for improvement, goal 9. PDE working papers. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1975. 84 pages. ED 114 969. MF \$0.83. HC \$4.67.

Goal IX of the Educational Quality Assessment (EQA) deals with appreciating human accomplishments. The assessment instruments concentrate on attitudes that measure the degree of value students place on areas of human accomplishment and the willingness of students to explore environments where firsthand experiences are available. The purpose of this paper is (1) to provide school districts concerned about the improvement of student attitudes as they relate to Goal IX with clues to strategies and programs that may effect change, (2) to help school districts utilize the EQA School Report as a diagnostic tool for the design and implementation of curriculum change, and (3) to provide suggested strategies and sources of literature specifically designed to focus on Goal IX. Two distinct approaches are presented. The indirect approach analyses the condition variables that have significant correlation coefficients to Goal IX scores. The direct approach analyzes the student response patterns to the questionnaire items to determine areas or subscales that can serve as a point of focus for investigating educational research and implementing intervention strategies. The document also discusses intervention techniques and ongoing programs. An extensive bibliography and appendixes that provide a sample school report and describe available information packets are included.

1. Kendig, Thomas E. Pennsylvania's Educational Quality Assessment: The first step to educational change. Harrisburg: Pennsylvania State Department of Education, Bureau of Educational Quality Assessment, April 1974. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 9 pages. ED 090 252. MF \$0.83. HC \$1.67.

An assessment program was developed to measure the efficiency of educational programs used in the school districts throughout Pennsylvania. The effectiveness of the school was determined by measuring its product, collective student performance. This required a design which takes into account other conditions which appear to contribute to student performance. Implementing the model was carried out in three phases. Phase one included the development, field testing and refining of the instruments for each of the goals, the procedures for collecting data about students, school and community conditions, and computer analytic techniques for determining the relationship of school and community conditions which exist with student performance. Phase two concerned itself with the collection of information stratified from a state representative and phase three is the actual assessment of schools, which is a continuing activity begun in 1970. The assessment findings can be used to provide a focus for examining individual student test results which exist, to measure the effectiveness of curriculum changes and to provide objective data to support requests for programs and equipment.

2. Kleppick, Annabelle L., & Costanzo, Nancy L. An educational needs assessment of long term care administrative personnel in the commonwealth of Pennsylvania. Pittsburgh: Pittsburgh Univ., Graduate School of Public Health. 152 pages. ED 124 713. MF \$0.83. HC \$8.69.

The Graduate School of Public Health, University of Pittsburgh, directed its efforts towards providing continuing education courses to enable long term care administrators to qualify for relicensure in accordance with Pennsylvania's requirements. Because of the diversity of administrators' educational background, more data were needed to establish a systematic basis for program planning. In September 1973, a questionnaire was mailed to 962 nursing home administrators and supervisory level personnel. Two groups were surveyed: 482 students who had attended non-credit programs or courses of the Long Term Care Unit and 480 administrators who had not attended any programs. Of the 962 questionnaires mailed, 473 (49%) were returned. The major portion of the document (54 pages) presents without discussion the survey responses, showing the characteristics of administrators and non-administrators (environmental, personal, and professional), their preferences for further education (bachelor's degree, master's degree, credit courses only, and non-credit courses), and program format preferences. A description of the potential student body for a degree program and implications for planning are derived from the responses. Appended materials include: sample cover letter, the survey form, tabulated responses, a list of administrator degree majors, and a map of Pennsylvania's baccalaureate and master's external degree programs.

101. Leight, Robert L. Testing of "citizenship" in the EQA: A critique. Social Studies Journal, 1975. 4 (3), 42-49. EJ 126 933.

The Pennsylvania Educational Quality Assessment (EQA) is criticized for confusing the distinction between achievement and attitudes, the distinction between citizenship and conformity, and failing to incorporate moral education.

102. Masters, James R. & Shannon, Gregory A. Pennsylvania's preparing for a changing world instrument: A validation study. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C., April 1975. 18 pages. ED 110 523. MF \$0.83. HC \$1.67.

The validities of the Pennsylvania Educational Quality Assessment (EQA) Preparing for a Changing World Instruments at grades 5, 8 and 11 were investigated. The study was carried out in a suburban school district where many students had experienced a great deal of change in their lives. At each grade level approximately 60 students who had experienced a great deal of change and 60 students who had experienced little change participated. Each student responded to the EQA instrument appropriate to his/her grade level. At each grade level teachers were asked to choose students high and low in "emotional fortitude." In investigating the validities of the instruments, EQA scores of students rated high were compared with those of students rated low. The study provided some evidence for the validity of the EQA instrument at each grade level. Validity support was gathered for the total instrument, for the Ineffective Solutions subtest, and for the Effective Solutions subtest; however, no validity support was found for the Emotional Adjustment subtest. In general, stronger validity support was found for the instruments when responded to by students who had experienced a great deal of change than when responded to by students who had experienced little change.

103. Pennsylvania State Department of Education. Educational Quality Assessment in Pennsylvania--The first six years. Harrisburg: Pennsylvania State Department of Education, 1973. 21 pages. ED 088 925. MF \$0.83. HC \$1.67.

Reviewed in this public relations publication is an overview of programs, goals, and procedures written for parents and lay groups as well as segments of the educational community.

104. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Educational Quality Assessment. Manual for interpreting elementary school reports. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1974. 66 pages. ED 101 003. MF \$0.83. HC \$3.50.

This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) elementary school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators

and other staff members for understanding the reports of their respective schools. Information includes: participating schools, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goal, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents.

105. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Educational Quality Assessment. Manual for interpreting intermediate school reports. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1974. 67 pages. ED 101 007. MF \$0.83. HC \$3.50.

This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) junior high school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators and other staff members for understanding the reports of their respective schools. Information includes: participating schools, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goals, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents.

106. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Educational Quality Assessment. Manual for interpreting secondary school reports. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1974. 67 pages. ED 101 006. MF \$0.83. HC \$3.50.

This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) secondary school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators and other staff members for understanding the reports of their respective schools. Information includes: participating schools, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goal, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents.

107. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Educational Quality Assessment publicity suggestions or ... Is Anybody out there listening ... or talking? Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1974. 50 pages. ED 100 968. MF \$0.83. HC \$2.06.

The Pennsylvania Department of Education suggests a scheme of what a school district might do in the way of preassessment publicity, concurrent publicity, and postassessment publicity regarding Educational Quality Assessment (EQA) reports. A case study is presented of a hypothetical school district with five elementary schools, two junior highs,

and a senior high which received eight EQA reports. The presentations are suggestive, not prescriptive. Sample releases, letters to parents, memos to teachers, statements to pupils, etc. are provided as examples of these different methods of information dissemination.

108. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. EQA school representative's handbook. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1975. 13 pages. ED 106 323. MF \$0.83. HC \$1.67.

Step-by-step instructions for the school representative responsible for Educational Quality Assessment in Pennsylvania are provided. The representative, who is expected to attend Quality Assessment Workshops, is given information about how to schedule the administration of the questionnaire, how to collect district and school data, and how to determine whether sufficient and correct assessment materials have been received. Besides administering and distributing the questionnaire, the representative is responsible for training monitors. After questionnaire completion, the representative must check the materials for accuracy and then return them to the appropriate address as identified on a summary chart.

109. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Monitor's handbook, Educational Quality Assessment. Elementary. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1975. 12 pages. ED 106 324. MF \$0.83. HC \$1.67.

Monitors are provided with step-by-step directions on how to administer Pennsylvania's Educational Quality Assessment Questionnaires to elementary school pupils. They are told what materials are needed, how to keep materials secure, and what to do if a student misses a session. Monitors are given suggestions for questionnaire administration and told what to do and say in each of the four sittings.

110. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Monitor's handbook, Educational Quality Assessment. Intermediate. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1975. 13 pages. ED 106 325. MF \$0.83. HC \$1.67.

Monitors are provided with step-by-step directions on how to administer Pennsylvania's Educational Quality Assessment Questionnaires to intermediate school pupils. They are told what materials are needed, how to keep materials secure, and what to do if a student misses a session. Monitors are given suggestions for questionnaire administration and told what to do and say in each of the four sittings.

111. Pennsylvania State Department of Education, Bureau of Planning and Evaluation. Monitor's handbook, Educational Quality Assessment. Secondary. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1975. 13 pages. ED 106 326. MF \$0.83. HC \$1.67.

Monitors are provided with step-by-step directions on how to administer Pennsylvania's Educational Quality Assessment Questionnaires to secondary school pupils. They are told what materials are needed, how to keep materials secure, and what to do if a student misses a session. Monitors are given suggestions for questionnaire administration and told what to do and say in each of the four sittings.

112. Pennsylvania State Department of Public Instruction. Proceedings of the State Advisory Committee on the Assessment of Educational Quality (1st, Harrisburg, Pennsylvania, February, 1968). Harrisburg: Pennsylvania State Department of Public Instruction, February 1968. 49 pages. ED 081 787. MF \$0.83. HC \$2.06.

Proceedings of the first meeting of the State Advisory Committee for the Pennsylvania Bureau of Quality Education Assessment are provided. The proceedings are comprised of the following: Superintendent's Message; Charge to the Committee; The Plan for Assessing Educational Quality in Pennsylvania; What Will Quality Education Assessment Measure?; Progress Report on the National Assessment Project; Summary of Comments and Suggestions; and Conclusion. Concerns of the committee were related to the sampling procedure for the April 1968 testing, the drawback of the plan in the reliance on paper and pencil self-report instruments, the items language in terms of difficulty level and of semantics, the working of certain items which seemed to imply a value judgment of the behavior in question, and the need to establish a list of "guidelines" for teachers concerning the nature of the assessment and its purposes.

113. Pennsylvania State Environmental Education Advisory Council. Environmental education report - Pennsylvania Environmental Education Advisory Council. Harrisburg: Pennsylvania State Environmental Education advisory Council, January 1974. 30 pages. ED 125 867. MF \$0.83. HC \$2.06.

In 1973, the Pennsylvania Environmental Education Advisory Council was charged with surveying the current status of environmental education in the state and preparing recommendations for the development and subsequent implementation of a broad-based environmental education program plan for kindergarten through grade twelve (K-12). The Council was asked also to recommend teacher education programs needed to insure the success of the K-12 programs. The results of the Council's survey are printed in this report. Divided into a number of parts, the sections of the report include the necessity for environmental education programs, and recommendations. An appendix contains a definition of environmental education and a listing of school districts answering the survey.

114. Russell, Nolan F. Getting inside the EOA inventory: Grade 8. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1974. 69 pages. ED 103 468. MF \$0.83. HC \$3.50.

Although it is difficult both to determine educational goals and to measure goal attainment, the Educational Quality Assessment Inventory (EQAI) has ambitiously tackled both problems. During a five-year period 45 separate instruments containing over 2000 items were constructed,

revised, rejected, and accepted in preparation for the present inventory. This inventory has scales which independently measure different facets of educational goals including basic skill achievement, social and health habits, feelings toward self and others, value placed on learning and human accomplishment, interest in creative activities, and methods of coping with freedom. The battery of tests was administered to 253,226 students attending 240 Commonwealth intermediate schools. Though individual names were erased prior to test scoring, information necessary to identify general student groups was obtained through questions of sex, ability level, and father occupation. Answers were scored by both norm-referenced and criterion-referenced methods. Selection of these complementary scoring methods enhance the concept that result accountability goes beyond the school. Recognition of many experiences shaping the educational progress of an individual, however, does not detract from efforts to restructure school programs in hopes of goal attainment.

115. Russell, Nolan F. Getting inside the EQA inventory: Grade 11. Harrisburg: Pennsylvania State Department of Education, Bureau of Planning and Evaluation, 1975. 70 pages. ED 109 199. MF \$0.83. HC \$3.50.

The Secondary Form of the Educational Quality Assessment (EQA) Inventory is designed for 11th grade students in Commonwealth public schools. Test scales are designed to measure some facet of state quality assessment goals. Along with basic skills, the various instruments examine: (1) social and health habits, (2) feelings toward self and others, (3) value placed on learning and human accomplishment, (4) interest in creative activities, (5) methods of coping with frustration, and (6) attitudes toward work and career planning. Extensive investigation concerning the consistency of student responses within each scale and the stability of student responses to the scales over time has been conducted. Total scales yielded high internal consistency reliability while shorter subscales were weak. Strong correspondence between ratings made by teachers and student scores was demonstrated for seven of the attitude scales. The unit of analysis of all data received from the EQA was the school. The inventory provided information on: (1) student-body standing on each composite goal test relative to a statewide reference group, (2) student-body standing relative to groups similar in home and school environments, and (3) proportion of student-body who demonstrated minimum positive attitudes.

#### SOUTH CAROLINA--ASSESSMENT PROGRAM

116. South Carolina State Department of Education, Office of Planning. A planning model for operationalizing long-range educational objectives. Columbia: South Carolina State Department of Education, Office of Planning, August 1971. 42 pages. ED 100 038. MF \$0.83. HC \$2.06.

This document reports on the efforts of the South Carolina State Department of Education to develop a comprehensive educational planning capability. An assessment model and a dynamic model were developed to help in the identification of educational needs and in the evaluation of public education

in the state. The assessment model relates instructional program areas to population, program, and student characteristics through the use of an educational evaluation matrix. In several instructional areas, criterion measures are compared with status measures to identify discrepancies. On the basis of these discrepancies, educational needs are established. The dynamic model is a framework to assess and direct educational change. After a review of assessment study results, the dynamic model is employed to give priority rankings to identified needs. The document examines the channels for decision making in the planning process and presents a flow chart for developing program documents. Major participants in the planning process include the state board of education, the state superintendent of education, the superintendent's executive planning committee, and the office of planning.

117. Trull, J. Raymond. A brief background of the establishment of the "Educational Objectives for 1975". Columbia: South Carolina State Department of Education. 33 pages. ED 080 603. MF \$0.83. HC \$2.06.

Following a brief discussion of the development of the "South Carolina Educational Objectives for 1975," needs assessment data are provided. These data provide the criteria, status measure, and discrepancy related to school dropouts, instruction in basic skills, program for the handicapped, state-wide kindergarten, first grade failures, and occupational training.

118. Finch, John M. Abstract: Fall, 1974, South Carolina Statewide Testing Program, volume 1, number 15. Columbia: South Carolina State Department of Education, Office of Research, February 1975. 23 pages. ED 110 476. MF \$0.83. HC \$1.67.

The Fall, 1974 South Carolina Statewide Testing Program was administered to nearly all of South Carolina's fourth and seventh grade students and a sample of ninth and eleventh grade students participated in the testing program. There were 49,068 fourth graders, about 98 percent, and 53,662 seventh graders, about 99 percent, tested. A representative sample of the state's ninth and eleventh grade students, approximately 11 percent, were tested. The results provide a picture of the performance of fourth and seventh grade public school students in the state. Additionally, the sample of ninth and eleventh grade public school students allows their test scores to be generalized to the ninth and eleventh grade public school students in South Carolina. The Comprehensive Tests of Basic Skills (CTBS), Form S, were employed to measure student's knowledge in the areas of reading, language, mathematics, reference skills, science, and social studies. The CTBS has been standardized on the basis of a sample of approximately 150,000 students drawn from across the nation. South Carolina student CTBS scores were compared to the national medians. The comparisons showed that South Carolina's fourth, seventh, ninth, and eleventh grade students consistently scored lower than the national median.

119. Finch, John M. Abstract: Fall, 1974, South Carolina Student Survey and Attitude Inventory. Volume I, number 18. Columbia: South Carolina State Department of Education, Office of Research, May 1975. 43 pages. ED 111 876. MF \$0.83. HC \$2.06.

The Fall, 1974 South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude; and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report. The SSAI was administered in November 1974 to 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. The SSAI is an instrument which measures how students feel about themselves, other people, and the world; it is seen as having potential for examining the attitudes of students and obtaining an indication of change in their self-concept. This document contains the SSAI Form A, questionnaire results and discussion, a detailed model of the SSAI, and a computer printout report of the statewide, seventh grade student survey section of the SSAI.

120. Johnson, Lynn M., & Finch, John M. South Carolina Statewide Testing Program, Fall, 1975: General report. Columbia: South Carolina State Department of Education, Office of Research, March 1976. 102 pages. ED 121 847. MF \$0.83. HC \$6.01.

The highlights of South Carolina's Statewide Testing Program, Fall, 1975 are summarized. Chapter one provides an overview of the report including the program's historical origins and changes that have occurred over the past five years as well as a delineation of the program's major objectives. Chapter two is concerned with ways in which the performance scores can be utilized, ways in which the individual achievement data can be utilized at the classroom and school levels, and the ways in which the aggregated achievement and attitude data can be utilized at the school, district, and state levels. Chapter three consists of four sections related to the methodology employed in conducting the project. Chapter four presents the performance of students in grades four, seven, and eleven on the Comprehensive Tests of Basic Skills (CTBS). Chapter five presents the most interesting results of grade eleven students on the Student Survey and Attitude Inventory. The appendices contains CTBS summary of results for South Carolina and an annotated copy of the South Carolina Student Survey and Attitude Inventory, Form B.

#### TEXAS

121. Arterbury, Elvis H., et al. Identification and measurement of career education outcomes: A Texas model. Journal of Career Education, 1976, 2 (3), 24-37. EJ 137 404.

As part of a statewide assessment planning effort to establish career education in Texas, basic information was sought. Procedures used to find out what community members thought student development should be in terms of career education are described. The practicality and feasibility of measuring the student outcomes identified are discussed.

VIRGINIA

122. Glenn Haven Achievement Center. Psycho-motor needs assessment of Virginia school children. Fort Collins, Colorado: Glen Haven Achievement Center, May 1973. 219 pages. ED 093 899. MF \$0.83. HC \$11.37.

An effort to assess psycho-motor (P-M) needs among Virginia children in K-4 and in special primary classes for the educable mentally retarded is presented. Included are methods for selecting, combining, and developing evaluation measures, which are verified statistically by analyses of data collected from a stratified sample of approximately 4,500 children. A screening instrument to be utilized by classroom teachers in the identification of suspected deficiencies in P-M functioning was completed for an additional 1,803 children. A wide range of deficiencies in psycho-motor functioning were revealed in all grade levels examined. The pattern of incidence indicates that for a large number of children, continued improvement of P-M skills will not occur without intervention. On the basis of this study three major areas of concern require further attention: (1) teacher education geared toward awareness and development of P-M functioning, (2) expansion of curriculum to include objectives, and (3) further development of test instruments and investigation of the P-M domain.

123. Phillips, Francis T., Jr. Virginia Educational Needs Assessment of public school children in the cognitive, affective and psycho-motor domains. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. 65 pages. ED 093 934. MF \$0.83. HC \$3.50.

The study identified the critical educational needs of each geographical area in the state and indicated that measurement should be in terms of the cognitive and affective behavior of students. Phase one of the study was conducted on the concept that the school and classroom, as a social system, provides the setting within which the self-system of the learner is expressed in three output areas: learner-oriented behavior in the cognitive domain, learner-oriented behavior in the affective domain, and the interrelationships of these cognitive and affective behaviors. These behavioral outputs were considered as indicators of self-perceptions, verbally expressed behaviors, and manifest behaviors which the learner originally possessed on entry to the school and classroom. Phase two, concerned with the psycho-motor (P-M) domain, yielded information about the nature of the P-M domain, data regarding instruments of measurement, and incidence figures for the school population. Eight separate areas of P-M functioning were assessed. Through phase two of the needs assessment study in all three domains, Virginia hopes to become fully accountable for providing quality education for every child in the public schools of the commonwealth.

## WASHINGTON

124. Brouillet, Frank B. Phase IV: Educational needs assessment for Washington state students. March 1973. (Summary). Monterey, Calif.: CTB/McGraw Hill, March 1973. 42 pages. ED 086 725. MF \$0.83. HC \$2.06. Also available from Dr. Frank B. Brouillet, Superintendent of Public Instruction, Olympia, WA 98504.

The results of the Washington Elementary Educational Assessment Project (WEEAP) are presented in this report. The purposes of the assessment project were (1) to assess the reading and mathematics achievement in Washington elementary schools by sampling fourth and sixth grade students in randomly selected school buildings; (2) to identify instructional objectives and to determine the degree to which students are achieving those objectives; and (3) to determine the degree to which students are achieving the level expected of them. Three instruments were administered concurrently: the California Achievement Tests, 1970; the Short Form Test of Academic Aptitude; and a fact sheet describing school characteristics, completed by school personnel. Six main conclusions were drawn from the results of the assessment, including the fact that the students generally scored as anticipated in reading and significantly below expectation in mathematics.

125. Raso, Alfred, Jr., & Stiles, Richard. Using the Anchor Test Study in state assessment. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1976. 9 pages. ED 124 576. MF \$0.83. HC \$1.67.

A report is given on two years' experience in using the Anchor Test Study (ATS) norms, developed by the Educational Testing Service under contract to the U. S. Office of Education as part of the Washington State Assessment program. In the first year, the desire to develop a state reading achievement profile through the application of the ATS norm tables was incorporated into the Washington State ESEA Title III needs assessment plan for fiscal year 1974. A 20% sample of schools containing grade 6 was drawn and attempts made to collect sixth-grade test data compatible with the ATS tables. The data were tabulated and reported as total reading mean scores and standard deviations for the state as a whole and for ten categories based on district size. Because of sampling and data collection problems, changes were made in the second year's endeavor. All districts using tests covered by the ATS norms were given the opportunity to contribute data. No attempt was made to generalize beyond the population supplying test results, but the analysis was expanded to include the reading subtests and grades 4 and 5 as well as grade 6.

## WEST VIRGINIA

126. Puzzuoli, David A., & Alexander, Donald L. A study of the West Virginia State-County Testing Program. Morgantown: West Virginia Univ., College of Human Resources and Education, April 1971. 181 pages. ED 056 060. MF \$0.83. HC \$10.03.

In September 1962, the State Board of Education initiated a broad annual study of the academic achievement and scholastic aptitude of West Virginia public schools called the State-County Testing Program. The results of this program in Region II West Virginia schools for 1965-66 - 1969-70 are analyzed to: (1) identify discernable trends; (2) find any significant disparities between results of the Testing Program and the objectives of the Comprehensive Education Program; (3) provide an item analysis on achievement tests used in the State-County Testing Program for academic year 1969-70.

#### WISCONSIN

127. Wisconsin State Department of Public Instruction, Division for Management and Planning Services. Interpretive report on the Wisconsin State Mathematics Assessment. 1973 pilot year. Vol. 1, report 2. Madison: Wisconsin State Department of Public Instruction, Division for Management and Planning Services, 1974. 71 pages. Available from the Department of Public Instruction, 126 Langdon Street, Madison, Wis. 53702. Free.

This report contains an interpretive analysis of individual test items used in the 1973 Wisconsin State Mathematics Assessment at grades 3 and 7. The sampling procedures, organization, interpretation of data, limitations, and useful definitions of the test, and test results are discussed. The analysis includes an evaluation of each test item and provides recommendations where appropriate. Offered are general interpretive conclusions. The appendix consists of an exemplary mathematics program for grades K-8.

128. Wisconsin State Department of Public Instruction, Division for Management and Planning Services. Interpretive report on the Wisconsin State Reading Assessment. 1973 pilot year. Volume I, report 3. Madison: Wisconsin State Department of Public Instruction, Division for Management and Planning Services, 1974. 134 pages. Available from the Department of Public Instruction, 126 Langdon Street, Madison, Wis. 53702. Free.

The reading assessment undertaken by the Department of Public Instruction in May 1973 was a pilot study. As such its primary purpose was to provide information for future assessment instruments, administration procedures, sampling procedures, and data analysis alternatives. Thus, this document contains a critical examination of the pilot procedures as well as an item by item report of the results of the first testing program and interpretive statements about the results. General comments are made pertaining to strengths and weaknesses of the instrument, and where pertinent, examples of specific items are discussed. The report considers sampling procedures, implications, and suggestions for future assessment. The data analysis chapters reproduce all the actual items (in miniature) with evaluative comments on item validity, readability, domains, and objectives.

129. Wisconsin State Department of Public Instruction, Division for Management and Planning Services. Wisconsin Learner Assessment: 1973 pilot year report. Vol. I, report 1. Madison: Wisconsin State Department of Public Instruction, Division for Management and Planning Services, February 1974. 193 pages. Available from the Department of Public Instruction, 126 Langdon Street, Madison, Wis. 53702. Free.

This report contains the results of the first statewide educational learner pilot assessment in Wisconsin. The objectives of the program were: (1) to develop and refine the statewide assessment process including instrument development, instrument administration, analysis, interpretation, and dissemination of the results; (2) to provide a preliminary statewide profile of how well students demonstrate their knowledge and skill concerning some important aspects of mathematics and reading; (3) to develop baseline information for measuring progress over time. The development of instruments and objectives and sampling procedures are discussed. The percentage of students who probably would have answered the item correctly if all individuals at that grade level had taken the test is given for each item and objective in the reading and mathematics tests for students in grades 3 and 7. Final comments and recommendations are made. Information regarding the sampling design is presented in the appendix.

130. Wisconsin State Department of Public Instruction, Division for Management and Planning Services. Wisconsin Learner Assessment: 1973 pilot year summary report. Volume I. Madison: Wisconsin State Department of Public Instruction, Division for Management and Planning Services, February 1974. 36 pages. Available from the Department of Public Instruction, 126 Langdon Street, Madison, Wis. 53702. Free.

The objectives of the first year of the Wisconsin Assessment Program were: (1) to develop and refine the statewide assessment processes including instrument development, instrument administration, analysis, interpretation, and dissemination of results; (2) to provide a preliminary profile of how well students demonstrate their knowledge and skills concerning some important aspects of mathematics and reading; and (3) to develop baseline information for measuring progress over time. The assessment involved students in grades 3 and 7, and the results are reported in terms of the population value, i.e., an estimate of the percentage of children who probably would have answered the items correctly if all the individuals at that grade level had taken the test. General limitations of the results are presented and recommendations are made to better analyze educational program strengths or weaknesses.

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